GCSE GEOGRAPHY

100 AI PROMPTS

for Smarter Revision *and* Exam Prep

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

by James R. Martin

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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.

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How to Use This Book

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

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

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

Note on Exam Boards and Syllabi

GCSE Geography is offered by AQA, Edexcel, and OCR, and while each board structures its specification differently, the core geographical concepts, skills, and ways of thinking overlap significantly. Whether you are studying AQA Geography (8035), Edexcel Geography A or B, or OCR Geography A or B, you will encounter the same foundational topics: tectonic hazards, river and coastal landscapes, weather and climate, ecosystems, urbanisation, economic development, resource management, and geographical skills including fieldwork.

The prompts in this book have been carefully designed to target the knowledge, understanding, and skills that are common across all three exam boards. They focus on the processes, patterns, and place-specific detail that every GCSE Geography student needs, regardless of which specification they follow. Where a topic appears on one board but not another, the prompt is still valuable because it builds transferable geographical thinking.

All three boards reward students who can use accurate geographical terminology, support their answers with specific place-based examples and case studies, and demonstrate the ability to evaluate, assess, and make reasoned judgements. These are exactly the skills that the prompts in this book are designed to develop, moving you from basic recall through to the higher-order thinking that secures the top grades.

The prompts focus on active retrieval practice, application of knowledge to unfamiliar contexts, and structured exam technique. They are written so that you interact with an AI chatbot as if it were a tutor — asking it to quiz you, challenge your

understanding, and mark your responses against GCSE-level expectations. This makes your revision far more effective than passively re-reading notes.

Remember to check your own specification and past papers to confirm exactly which topics and case studies you need. Use these prompts as a powerful revision tool, but always cross-reference with your exam board's official specification and any guidance your teacher has given you about what to prioritise.

Contents

Section 1

Physical Geography — Landscapes and Processes

Physical geography is the study of natural processes that shape the world around us, from the immense forces that move tectonic plates to the slow weathering of rock on a hillside. At GCSE level, you need to understand not just what landforms look like, but how and why they form, and how they change over time. This section covers tectonic hazards, river landscapes, coastal landscapes, and the processes of weathering, erosion, and deposition that create them.

Examiners expect you to use precise process language — terms like hydraulic action, attrition, abrasion, freeze-thaw weathering, and mass movement are not optional extras but essential vocabulary that demonstrates your understanding. You also need to link processes to specific landforms and explain sequences of formation clearly and logically, often with the help of annotated diagrams.

These prompts will test your recall of key processes and landforms, challenge you to explain formation sequences in detail, and push you to apply your understanding to unfamiliar scenarios. Work through them carefully, and pay attention to whether you can explain each process without hesitation — that confidence is what earns marks in the exam.

Prompt 1: Tectonic Plate Margins

Copy this prompt into your AI tool:

Test me on the three types of tectonic plate margin: constructive, destructive, and conservative. Ask me one at a time to name the type of margin, describe

the plate movement, explain the geological processes involved (such as subduction, sea-floor spreading, or friction), and give a real-world example of each. Wait for my answer before moving on, and correct any errors I make using accurate GCSE terminology. After all three, ask me to explain each in the way a 6-mark question would require — with a clear process chain rather than just a definition.

What this helps you practise:

Recall and precise description of plate margin types and their associated processes.

How to use it well:

Try to include specific examples such as the Mid-Atlantic Ridge, the Andes, or the San Andreas Fault to strengthen your case study knowledge.

Prompt 2: Earthquake Effects and Responses

Copy this prompt into your AI tool:

Give me a GCSE-style 6-mark question about the primary and secondary effects of an earthquake in either a higher-income country (HIC) or a lower-income country (LIC). After I write my answer, mark it against GCSE criteria — check that I have distinguished between primary and secondary effects, included specific factual detail from a named case study, and used correct geographical terminology. Do not give me hints before I answer.

What this helps you practise:

Structuring a detailed answer about earthquake impacts with case study evidence.

How to use it well:

Prepare by revising one HIC earthquake (e.g. Japan 2011) and one LIC earthquake (e.g. Haiti 2010 or Nepal 2015) so you have facts ready.

Prompt 3: Volcanic Hazards and Management

Copy this prompt into your AI tool:

Ask me to explain why people continue to live near volcanoes despite the risks. Present this as a GCSE-style question worth 6 marks. After I answer, check whether I have discussed both the benefits of living near volcanoes (such as fertile soil, geothermal energy, tourism, and minerals) and the risk-management strategies that reduce danger (such as monitoring, evacuation plans, and building design). Correct any inaccuracies one at a time.

What this helps you practise:

Balancing risk and benefit arguments with supporting evidence.

How to use it well:

Think about a specific volcanic area you have studied as a case study and reference it in your answer for maximum marks.

Prompt 4: Weathering Types

Copy this prompt into your AI tool:

Quiz me on the three types of weathering: mechanical (physical), chemical, and biological. Ask me about each type one at a time. For each, I should name a specific example of that weathering type (such as freeze-thaw weathering, carbonation, or root growth), explain the process step by step, and describe the conditions that favour it. Wait for my answer each time and tell me if I have missed any key steps in the process. An examiner marking a 4-mark question would expect each step to be a separate point — check whether my explanation has enough distinct steps to earn full marks.

What this helps you practise:

Distinguishing between the three categories of weathering and explaining specific processes in sequence.

How to use it well:

Focus on getting the step-by-step process explanations right — examiners award marks for each logical step, not just naming the type.

Prompt 5: Erosion Processes

Copy this prompt into your AI tool:

Test me on the four main processes of erosion: hydraulic action, abrasion, attrition, and solution. First, ask me to define each one precisely in a single sentence. Then ask me to explain each process in more detail, waiting for my answer before moving to the next. After all four, ask me to compare which processes are most important in river erosion versus coastal erosion and justify my reasoning. Finally, ask me to evaluate which single erosion process has the greatest overall impact on landscape change and why. Correct any errors using precise geographical vocabulary.

What this helps you practise:

Accurate definitions and the ability to apply erosion processes to different landscape contexts.

How to use it well:

When explaining each process, try to describe the physical mechanism clearly — for example, for hydraulic action, explain how water is forced into cracks under pressure.

Prompt 6: River Landforms — Upper Course

Copy this prompt into your AI tool:

Ask me to explain the formation of two landforms found in the upper course of a river: a V-shaped valley and a waterfall with a plunge pool. Ask about each one separately and wait for my answer. Check that I describe the role of vertical erosion, hydraulic action, abrasion, and the process of undercutting and collapse for waterfalls. If I miss any stages in

the formation sequence, point them out clearly. Examiners use a mark-scheme approach where each stage in the sequence earns a mark — so test whether my answer covers enough stages for full marks.

What this helps you practise:

Sequential explanation of landform formation in the upper course of a river.

How to use it well:

Practise sketching a simple annotated diagram of a waterfall as you answer — this is a common exam question and helps you remember the sequence.

Prompt 7: Meanders and Oxbow Lakes

Copy this prompt into your AI tool:

Ask me to explain the formation of a meander and then the formation of an oxbow lake as a step-by-step process. I should describe lateral erosion on the outside bend, deposition on the inside bend (the slip-off slope), and how the meander neck narrows until the river breaks through and the oxbow lake is cut off. Wait for each part of my answer and check the sequence is complete and accurate. Do not give hints.

What this helps you practise:

Explaining a multi-stage landform formation sequence with correct use of terminology.

How to use it well:

Use precise terms like thalweg, point bar, river cliff, and slip-off slope to demonstrate the highest level of understanding — mark schemes explicitly reward correct use of specialist vocabulary in landform formation answers.

Prompt 8: Floodplains and Levees

Copy this prompt into your AI tool:

Ask me to explain how floodplains and levees are formed through the process of flooding and deposition. Check that I describe how a river overflows its banks, velocity decreases across the floodplain, and the heaviest sediment is deposited closest to the channel to build up natural levees over time. Ask me to explain why the alluvium deposited makes floodplains fertile. Wait for my answer before providing feedback.

What this helps you practise:

Understanding depositional landforms and the link between process and landform characteristics.

How to use it well:

Connect your answer to why floodplains are attractive for farming and settlement, as this links physical and human geography — a connection that examiners reward because it shows you understand geography as an interconnected subject.

Prompt 9: Coastal Erosion Landforms

Copy this prompt into your AI tool:

Test me on the formation of coastal erosion landforms: headlands and bays, wave-cut platforms, caves, arches, stacks, and stumps. Ask me about each landform one at a time, requiring me to explain the formation process using terms such as hydraulic action, abrasion, weathering, wave-cut notch, and differential erosion. Wait for my answer each time and identify any missing steps in my explanations. The mark scheme for a 6-mark formation question requires a clear sequence of stages — check whether I have included enough sequential steps.

What this helps you practise:

Detailed formation explanations for the full sequence of coastal erosion landforms.

How to use it well:

Try to describe the sequence from headland to

stump as a continuous process of erosion — examiners love to see that you understand the progression.

Prompt 10: Wave Types and Coastal Processes

Copy this prompt into your AI tool:

Ask me to compare constructive waves and destructive waves. I should describe the characteristics of each (wave height, wave frequency, swash and backwash strength) and explain how each type affects the coastline differently — one building up beaches through deposition and the other eroding material. Then ask me to explain what longshore drift is, including the role of the prevailing wind, swash, backwash, and the zigzag movement of sediment along the coast. After I answer, ask me to assess which type of wave has the greater long-term impact on coastal landscapes and justify my reasoning. Wait for my answer and correct any errors.

What this helps you practise:

Understanding wave types and the process of longshore drift with accurate terminology.

How to use it well:

Draw a quick diagram of longshore drift as you explain it — the direction of swash and backwash is a detail examiners check for.

Prompt 11: Coastal Management Strategies

Copy this prompt into your AI tool:

Quiz me on coastal management strategies by asking me to explain each of the following one at a time: sea walls, groynes, rock armour (rip-rap), beach nourishment, managed retreat, and sand dune regeneration. For each, I should describe how it works, give one advantage and one disadvantage, and classify it as hard or soft engineering. Wait for

my answer each time before moving on and flag any inaccuracies.

What this helps you practise:

Comparing hard and soft engineering approaches to coastal management.

How to use it well:

Think about which strategies are more sustainable and cost-effective — evaluation questions often ask you to weigh these factors against each other and reach a supported judgement about the best overall approach.

Prompt 12: Coastal Deposition Landforms

Copy this prompt into your AI tool:

Ask me to explain the formation of depositional coastal landforms: beaches, spits, and bars. For each one, I should describe the role of longshore drift, the conditions that cause deposition, and the shape and characteristics of the resulting landform. Ask about each landform separately and wait for my answer. Check that I mention how spits form across river mouths and how a lagoon can form behind a bar.

What this helps you practise:

Explaining depositional landforms and the role of longshore drift in their formation.

How to use it well:

Refer to a named example such as Spurn Head or Chesil Beach to add case study detail to your answer.

Prompt 13: River Flood Management

Copy this prompt into your AI tool:

Give me a GCSE-style question asking me to evaluate the effectiveness of different flood management strategies for a named river. After I answer, check whether I have discussed both hard engineering (dams, embankments, channel

straightening, flood relief channels) and soft engineering (flood warnings, floodplain zoning, planting trees, river restoration) and whether I have weighed up the costs, benefits, and environmental impacts of each. I should reach a supported conclusion.

What this helps you practise:

Writing an evaluative answer that weighs up different strategies and reaches a conclusion.

How to use it well:

Use a specific case study river such as the River Tees, Boscastle, or a river from your own specification to anchor your answer.

Prompt 14: Mass Movement

Copy this prompt into your AI tool:

Test me on types of mass movement found at the coast: rockfall, landslide, mudflow, and rotational slip (slumping). Ask me to define each type one at a time, explain the conditions that cause it (such as heavy rainfall, undercutting by waves, or weak rock), and describe how the material moves. Wait for my answer each time. After all four, ask me why mass movement is an important process in shaping coastal landscapes.

What this helps you practise:

Distinguishing between types of mass movement and understanding their role in landscape change.

How to use it well:

Pay attention to the difference between sliding and flowing movements — examiners test whether you understand the mechanics of each type, so practise describing the speed, material, and trigger for each one clearly.

Prompt 15: River Discharge and Flood Hydrographs

Copy this prompt into your AI tool:

Ask me to explain what a storm hydrograph shows, including the terms peak discharge, lag time, rising limb, falling limb, and base flow. Then give me a scenario — for example, a drainage basin with impermeable rock, steep slopes, and little vegetation after heavy rainfall — and ask me to predict and explain the shape of the hydrograph (whether it would have a short lag time and high peak discharge or not). Wait for my answer and check my reasoning is logical and uses correct terminology. This is a common 4-mark question — the examiner expects you to link each factor to its specific effect on lag time or peak discharge.

What this helps you practise:

Interpreting hydrographs and applying understanding of drainage basin factors to predict flood risk.

How to use it well:

Remember that examiners often give you an unfamiliar hydrograph to interpret — practise linking each factor to its effect on lag time and peak discharge.

Prompt 16: Glacial Landforms and Processes

Copy this prompt into your AI tool:

Ask me to explain the processes of glacial erosion — plucking and abrasion — and then test me on glacial landforms one at a time: corries (cirques), arêtes, pyramidal peaks, glacial troughs (U-shaped valleys), ribbon lakes, drumlins, and erratics. For each landform, I should explain how it was formed and whether it is an erosional or depositional feature. Wait for my answer each time and correct any errors in my process descriptions.

What this helps you practise:
Glacial processes and the formation of both erosional and depositional glacial landforms.
How to use it well:
If glacial landscapes are not on your specification, this prompt still builds transferable skills in describing landform formation using process language.

Section 2

Weather, Climate, and Ecosystems

Understanding weather, climate, and ecosystems is central to GCSE Geography. You need to know the difference between short-term weather events and long-term climate patterns, understand the global systems that drive atmospheric circulation, and appreciate how climate influences the distribution and characteristics of the world's major ecosystems. This section also covers the urgent topic of climate change and its causes, evidence, and responses.

Ecosystems — from tropical rainforests to hot deserts and cold environments — are a major part of every GCSE specification. Examiners expect you to understand the interdependence of climate, soil, water, plants, and animals within these ecosystems, and to evaluate human impacts such as deforestation and desertification. You need specific facts and named examples to support your answers.

These prompts will challenge you to explain atmospheric processes, recall case study detail about weather hazards and ecosystems, and evaluate human responses to climate change. They move from testing basic knowledge through to the kind of evaluative thinking that earns the highest marks.

Prompt 17: Global Atmospheric Circulation

Copy this prompt into your AI tool:

Ask me to explain the global atmospheric circulation model, including the three main cells: Hadley, Ferrel, and Polar. I should describe how differences in solar heating create convection currents, where air rises and sinks, and how this produces surface winds and zones of high and low pressure. Ask me to explain each cell one at a time and wait for my

answer. Check that I correctly identify the location of the ITCZ, trade winds, westerlies, and polar easterlies. Then ask me to evaluate how well this simplified three-cell model represents the real atmosphere, including any limitations.

What this helps you practise:

Understanding the three-cell model of global atmospheric circulation and its effects on weather patterns.

How to use it well:

Sketch the three-cell model as you describe it — being able to label a diagram is commonly tested in exams.

Prompt 18: Tropical Storm Formation and Structure

Copy this prompt into your AI tool:

Test me on tropical storms by asking me to explain the conditions needed for their formation (such as warm ocean water above 27°C, location between 5° and 30° latitude, and low wind shear). Then ask me to describe the structure of a tropical storm including the eye, eyewall, and spiral rainbands. Finally, ask me to describe the hazards they cause: strong winds, heavy rainfall, storm surge, and flooding. Ask each part one at a time and wait for my answer before providing feedback.

What this helps you practise:

Understanding the formation, structure, and hazards of tropical storms.

How to use it well:

Have a named case study ready — such as Typhoon Haiyan 2013 or Hurricane Katrina 2005 — so you can add specific detail.

Prompt 19: Tropical Storm Case Study

Copy this prompt into your AI tool:

Give me a GCSE-style 9-mark question about the effects of and responses to a named tropical storm. After I write my answer, mark it by checking whether I have: named the tropical storm and located it, described both primary and secondary effects, distinguished between immediate and long-term responses, and included specific factual detail such as numbers of people affected, wind speeds, or cost of damage. Tell me what I did well and what I missed.

What this helps you practise:

Writing a detailed case study answer about a tropical storm with specific evidence.

How to use it well:

Revise your case study facts before attempting this — the examiner rewards specific data such as wind speeds, death tolls, and economic costs, not vague statements about damage and destruction.

Prompt 20: UK Weather Hazards

Copy this prompt into your AI tool:

Ask me to explain two types of extreme weather event that affect the UK, such as heatwaves, drought, heavy snowfall, or flooding from intense rainfall. For each, ask me to describe the causes, the social and economic impacts, and how people and authorities respond. Ask about each hazard one at a time and wait for my answer. Check whether I have used a specific UK example with accurate detail.

What this helps you practise:

Applying knowledge of weather hazards to a UK context with case study evidence.

How to use it well:

Use examples from recent UK events such as the 2014 Somerset Levels flooding or the 2022 UK heatwave to make your answers current and specific.

Prompt 21: Climate Change — Causes and Evidence

Copy this prompt into your AI tool:

Quiz me on the causes and evidence of climate change. First ask me to distinguish between natural causes (orbital changes, volcanic eruptions, solar output variation) and human causes (burning fossil fuels, deforestation, agriculture, cement production). Then ask me to describe four types of evidence for climate change, such as ice cores, sea-level records, glacier retreat, and global temperature data. Ask each part separately, wait for my answer, and correct any inaccuracies. If this came up as a 6-mark question, the examiner would expect me to use specific data — check whether I include any figures or dates.

What this helps you practise:

Distinguishing natural from human causes and citing evidence for climate change.

How to use it well:

Examiners often ask you to evaluate whether climate change is mainly caused by human activity — practise building an argument using the evidence.

Prompt 22: Climate Change — Mitigation and Adaptation

Copy this prompt into your AI tool:

Ask me to explain the difference between mitigation and adaptation as responses to climate change. Then test me on specific strategies one at a time: for mitigation, ask about renewable energy, carbon capture, international agreements, and reducing deforestation; for adaptation, ask about flood defences, drought-resistant crops, water management, and changing agricultural practices. Wait for each answer and check I correctly classify each strategy as mitigation or adaptation.

What this helps you practise:
Distinguishing mitigation from adaptation and explaining specific climate change response strategies.
How to use it well:
Think about which strategies are more effective or realistic — evaluation questions commonly ask you to compare mitigation and adaptation approaches, so prepare to argue which is more practical for different countries.

Prompt 23: Tropical Rainforest Ecosystem
Copy this prompt into your AI tool:
Test me on the tropical rainforest ecosystem using a range of question types. First, ask me to define the term 'interdependence' as it applies to ecosystems. Then ask me the following one at a time, waiting for my answer each time: describe the climate of tropical rainforests, explain how the nutrient cycle works in a rainforest (rapid decomposition, shallow roots, and most nutrients stored in biomass), compare three ways plants and animals have adapted to the conditions, and assess the significance of two causes and two impacts of deforestation. Correct any errors and check I use terms like biodiversity, nutrient cycling, and emergent layer.
What this helps you practise:
Understanding the characteristics, adaptations, nutrient cycle, and human impacts in tropical rainforests.
How to use it well:
Use a specific named rainforest region such as the Amazon or Malaysian Borneo to ground your answers in real examples.

Prompt 24: Hot Desert Ecosystem

Copy this prompt into your AI tool:

Ask me about hot desert ecosystems. Test me one question at a time on: the climate characteristics of hot deserts (high daytime temperatures, large diurnal range, very low rainfall), how plants and animals have adapted to survive (such as cacti with shallow root systems, nocturnal behaviour in animals, and small leaves to reduce water loss), the causes of desertification (overgrazing, overcultivation, climate change, population growth), and strategies to reduce desertification. Wait for each answer before moving on.

What this helps you practise:

Understanding desert ecosystem characteristics, adaptations, and the issue of desertification.

How to use it well:

Learn specific examples of adaptations and desertification from a named desert region such as the Sahel or Thar Desert, including the names of species and specific management projects where possible.

Prompt 25: Cold Environments

Copy this prompt into your AI tool:

Ask me to describe the characteristics of cold environments such as polar regions and tundra, including the climate, permafrost, and limited biodiversity. Then ask me to explain how plants and animals adapt to extreme cold, and test me on the development opportunities and challenges in cold environments (such as mineral extraction, tourism, and the fragility of the ecosystem). Ask each part one at a time and wait for my answer. Check I mention interdependence and the vulnerability of these ecosystems to climate change.

What this helps you practise:
Understanding cold environment characteristics, adaptations, and management challenges.
How to use it well:
If cold environments are on your specification, prepare specific examples from Alaska, Svalbard, or Antarctica — include named species, temperature data, and details of any development projects or conservation measures you have studied.

Prompt 26: Biodiversity and Conservation
Copy this prompt into your AI tool:
Ask me to explain what biodiversity means and why it is important for ecosystems. Then give me a GCSE-style question about the threats to biodiversity in a named ecosystem and the strategies used to protect it. After I answer, check whether I have discussed specific threats (deforestation, climate change, poaching, pollution) and specific conservation strategies (national parks, ecotourism, international agreements such as CITES, sustainable forestry). Wait for my answer before giving feedback.
What this helps you practise:
Understanding the importance of biodiversity and evaluating conservation strategies.
How to use it well:
Link your answer to a specific ecosystem you have studied and name real conservation projects or organisations for maximum marks.

Prompt 27: Ecosystem Interdependence
Copy this prompt into your AI tool:
Ask me to explain the concept of interdependence within an ecosystem by giving me a specific scenario: for example, what would happen to a tropical rainforest ecosystem if large-scale

deforestation removed the canopy layer? I should explain the knock-on effects on the nutrient cycle, soil quality, biodiversity, water cycle, and local indigenous communities. Wait for my answer and then check whether I have shown a clear chain of consequences rather than just listing separate effects. In a 9-mark question, the examiner rewards chains of reasoning — each consequence should logically lead to the next.

What this helps you practise:

Explaining chains of consequences and the concept of interdependence within ecosystems.

How to use it well:

Use connecting phrases like 'this leads to', 'as a result', and 'which in turn causes' to show the examiner you understand the chain of effects.

Prompt 28: Small-Scale Ecosystem — Ponds or Hedgerows

Copy this prompt into your AI tool:

Ask me to describe a small-scale UK ecosystem such as a pond or hedgerow. I should explain the producers, consumers, and decomposers present, describe how nutrients are cycled, and explain how changes to one component (such as pollution entering a pond or removal of a hedgerow) would affect the whole ecosystem. Wait for my answer and check that I demonstrate understanding of interdependence, food webs, and the impact of human activity on small-scale ecosystems.

What this helps you practise:

Applying ecosystem concepts like interdependence and nutrient cycling to a small-scale UK context.

How to use it well:

This is often tested as a short question early in the exam — keep your answer concise but make sure you show the links between components.

Section 3

Human Geography — Urban and Economic Change

Human geography at GCSE focuses on how people live, work, and organise themselves in an unequal world. You need to understand the causes and consequences of urbanisation, the challenges facing cities in the UK and in newly emerging economies (NEEs), and the strategies used to make urban areas more sustainable. You also need a thorough understanding of economic development, the development gap, and the factors that influence how countries grow and change.

Key concepts in this section include the multiplier effect, deindustrialisation, post-industrial economy, urban sprawl, and the role of transnational corporations (TNCs). You need to use development indicators like GNI per capita, HDI, and literacy rate accurately, and understand what they reveal and what they hide about quality of life in different countries.

These prompts test your ability to recall facts about named case study cities and countries, explain patterns of urban growth and economic change, and evaluate strategies such as aid, trade, fair trade, microfinance, and tourism as ways to reduce the development gap.

Prompt 29: Global Urbanisation Patterns

Copy this prompt into your AI tool:

Ask me to describe and explain the global pattern of urbanisation, including where urbanisation rates are highest (LICs and NEEs) and where they are slowing (HICs). I should explain the causes of urbanisation using the concepts of rural-to-urban migration,

natural increase, push factors, and pull factors. Then ask me to define the terms megacity and millionaire city and give examples. Wait for my answer and check I have used accurate terminology and specific data. A 4-mark describe question expects both a pattern and supporting data — check that I quote at least one statistic.

What this helps you practise:

Understanding global urbanisation patterns and the causes of urban growth.

How to use it well:

Include specific facts such as the percentage of the global population living in urban areas and name specific megacities to strengthen your answer.

Prompt 30: Urban Challenges in a UK City

Copy this prompt into your AI tool:

Give me a GCSE-style question about the social, economic, and environmental challenges facing a major UK city. After I answer, check whether I have discussed challenges such as urban deprivation, inequality, housing shortages, traffic congestion, dereliction, and environmental issues. I should reference a named UK city case study with specific detail. Check that I use terms like inner city, suburbanisation, counter-urbanisation, commuter settlements, and regeneration. Do not give hints before I answer.

What this helps you practise:

Applying knowledge of urban challenges to a named UK city case study.

How to use it well:

Revise one UK city thoroughly — for example Bristol, London, or Liverpool — and know specific facts about regeneration projects and challenges.

Prompt 31: Urban Challenges in an NEE City

Copy this prompt into your AI tool:

Ask me to describe the challenges of rapid urbanisation in a named city in a newly emerging economy (NEE), such as Lagos, Mumbai, or Rio de Janeiro. I should discuss the growth of squatter settlements (favelas, slums), problems with access to clean water, sanitation, healthcare, and education, traffic congestion, and environmental pollution. Then ask me what strategies have been used to improve conditions. Wait for my answer and check for specific case study detail.

What this helps you practise:

Understanding the social, economic, and environmental challenges of rapid urbanisation in NEE cities.

How to use it well:

Know the name and location of a specific squatter settlement and what improvements have been made — this level of detail impresses examiners.

Prompt 32: Urban Sustainability — Sustainable City Design

Copy this prompt into your AI tool:

Ask me to explain what makes a city sustainable, covering features such as green spaces, public transport, energy-efficient buildings, waste recycling, water conservation, and brownfield development. Then ask me to describe one example of a sustainable urban living project, such as BedZED in London or Freiburg in Germany. Wait for my answer and check that I link each feature to a specific sustainability benefit (reduced carbon emissions, reduced waste to landfill, improved air quality).

What this helps you practise:

Understanding urban sustainability features and their environmental benefits.

How to use it well:

If your specification includes a specific sustainable city example, revise it thoroughly before attempting this prompt — know the names of individual projects, their environmental targets, and measurable outcomes such as carbon reduction figures.

Prompt 33: Development Indicators

Copy this prompt into your AI tool:

Test me on development indicators using a range of cognitive demands. First, ask me to define each of the following one at a time: GNI per capita, HDI (Human Development Index), literacy rate, life expectancy, infant mortality rate, and number of people per doctor. For each indicator, I should state what it measures and identify one limitation. After all six, ask me to compare GNI per capita with HDI and explain why HDI is considered more reliable. Finally, ask me to evaluate whether any single indicator can ever give a complete picture of development. Wait for my answer before moving on.

What this helps you practise:

Understanding what different development indicators measure and their limitations.

How to use it well:

Examiners often ask why a single indicator can be misleading — always be ready to explain why HDI is considered more reliable because it combines multiple measures.

Prompt 34: The Development Gap

Copy this prompt into your AI tool:

Ask me to explain what the development gap is and describe four factors that cause it, such as historical colonialism, conflict, climate and natural hazards, poor governance, trade disadvantages, and debt. Ask

about each factor one at a time and wait for my answer. Then ask me to explain one strategy that can help reduce the development gap (choosing from aid, trade, fair trade, debt relief, microfinance, or intermediate technology) and evaluate whether it is effective. Check my evaluation includes both advantages and disadvantages. In a 9-mark question, the examiner expects a clear judgement at the end — push me to state whether the strategy is effective overall.

What this helps you practise:

Explaining the causes of the development gap and evaluating strategies to reduce it.

How to use it well:

Use specific country examples to illustrate each factor and strategy — for example, how fair trade has affected coffee farmers in Ethiopia or cocoa farmers in Ghana.

Prompt 35: Transnational Corporations (TNCs)

Copy this prompt into your AI tool:

Ask me to explain what a transnational corporation (TNC) is and then test me on the advantages and disadvantages of TNCs operating in LICs or NEEs. I should discuss job creation, technology transfer, tax revenue, infrastructure development, the multiplier effect, but also exploitation of workers, environmental damage, profit repatriation, and tax avoidance. Then ask me to give a named example of a TNC and its impact on a specific country. Wait for my answer and check for balanced evaluation.

What this helps you practise:

Evaluating the role of TNCs in development using balanced arguments and a named example.

How to use it well:

Prepare one specific TNC case study — such as Nike

in Vietnam or Unilever in India — with facts about both positive and negative impacts.

Prompt 36: Aid and Its Effectiveness

Copy this prompt into your AI tool:

Ask me to explain the different types of aid: bilateral, multilateral, short-term emergency aid, long-term development aid, and tied aid. Ask about each type one at a time and wait for my answer. Then give me a GCSE-style question asking whether aid is an effective way to reduce the development gap. I should present arguments for and against and reach a supported conclusion. Check that I use specific examples and do not just make general statements.

What this helps you practise:

Distinguishing types of aid and evaluating aid effectiveness with evidence.

How to use it well:

Know a specific aid project or programme you can reference — such as WaterAid projects or NGO work in Sub-Saharan Africa — to add real-world detail.

Prompt 37: Tourism and Development

Copy this prompt into your AI tool:

Ask me to explain how tourism can help a country develop economically, using the concepts of the multiplier effect, job creation, foreign exchange earnings, and infrastructure improvement. Then ask me to compare the positive and negative impacts of tourism, including environmental damage, cultural erosion, economic leakage, and seasonal employment. I should use a named country or destination as an example. Finally, ask me to assess whether tourism is a sustainable long-term development strategy or whether its disadvantages outweigh its benefits. Wait for my answer and check

I have provided a balanced discussion with specific detail.

What this helps you practise:

Evaluating tourism as a development strategy using the multiplier effect and balanced arguments.

How to use it well:

Choose a specific destination like Jamaica, Kenya, or Tunisia and learn specific facts about the benefits and costs of tourism there.

Prompt 38: Deindustrialisation and Post-Industrial Economy

Copy this prompt into your AI tool:

Ask me to explain what deindustrialisation means and why it happened in the UK from the 1970s onwards (cheaper manufacturing overseas, mechanisation, decline of traditional industries like coal, steel, and shipbuilding). Then ask me to describe the UK's post-industrial economy, including the growth of the service sector, information technology, finance, research, and the science and business park model. Wait for my answer and check I use terms like tertiary sector, quaternary sector, and knowledge economy accurately.

What this helps you practise:

Understanding the shift from industrial to post-industrial economic activity in the UK.

How to use it well:

Name specific examples of deindustrialised cities (like Sheffield or Birmingham) and how they have regenerated to add case study depth.

Prompt 39: NEE Economic Development Case Study

Copy this prompt into your AI tool:

Give me a GCSE-style 9-mark question about the economic development of a named newly emerging

economy (NEE) such as Nigeria, India, or China. I should describe the country's changing economy, the role of TNCs, industrial growth, trade, and how this has affected different groups within the country. After I answer, check that I have included specific data (such as GDP growth rates, major industries, or TNC examples), discussed both positive and negative impacts, and reached a clear conclusion. Do not give hints.

What this helps you practise:

Writing a detailed, evidence-based case study answer about economic development in an NEE.

How to use it well:

Choose the NEE from your specification and revise specific facts — examiners expect named companies, industries, economic growth data, and evidence of how development has affected different groups within the country.

Prompt 40: Trade and Globalisation

Copy this prompt into your AI tool:

Ask me to explain the difference between imports and exports, what a trade deficit and trade surplus mean, and how globalisation has changed patterns of trade. Then ask me to evaluate whether free trade or fair trade is better for LICs. I should discuss how trade rules set by organisations like the WTO can disadvantage poorer countries, and how fair trade aims to address this. Wait for my answer and check I have discussed both sides before reaching a conclusion.

What this helps you practise:

Understanding trade patterns, globalisation, and the fair trade debate.

How to use it well:

Use specific products like coffee, cocoa, or bananas

to illustrate how trade works in practice and why fair trade matters.

Prompt 41: Urban Change — Regeneration and Deprivation

Copy this prompt into your AI tool:

Ask me to explain what urban regeneration means and why it is needed in some areas of UK cities. I should discuss problems such as deprivation, unemployment, poor housing, and derelict land, and then describe a named regeneration project and its impacts. Test whether I can explain the social, economic, and environmental benefits and any criticisms of the regeneration scheme, such as gentrification and displacement of existing communities. Wait for my answer before providing feedback.

What this helps you practise:

Understanding urban deprivation, regeneration schemes, and their consequences.

How to use it well:

Know one specific regeneration project in detail — such as the London Docklands, Salford Quays, or Temple Quarter in Bristol — with specific facts about investment and outcomes.

Prompt 42: Changing UK Economy — Science Parks and Enterprise Zones

Copy this prompt into your AI tool:

Ask me to explain the role of science parks and enterprise zones in the UK's post-industrial economy. For science parks, I should explain how they are linked to universities, focus on research and development, and attract high-tech industries. For enterprise zones, I should explain the tax incentives and reduced planning regulations used to attract businesses. Ask me to give a named example of each

and explain the benefits they bring. Wait for my answer and check for accuracy.

What this helps you practise:

Understanding modern economic strategies in the UK's changing economy.

How to use it well:

Examples such as Cambridge Science Park or specific enterprise zones from your case study region will make your answers stand out.

Section 4

Resource Management and Sustainability

Resource management is about understanding how the world's food, water, and energy resources are distributed, consumed, and managed. At GCSE level, you need to know why some regions have surplus resources while others face scarcity, and how this creates global inequalities and security challenges. The concepts of water security, energy security, and food security are central to this topic.

You also need to understand the environmental consequences of resource consumption, including the concepts of food miles, carbon footprint, and the sustainability of different energy sources. Examiners expect you to evaluate strategies for managing resources more sustainably and to consider the trade-offs involved in different approaches.

These prompts will test your knowledge of global resource distribution, challenge you to explain the causes and consequences of resource insecurity, and ask you to evaluate management strategies. The ability to weigh up costs and benefits and reach a supported judgement is essential for the higher marks.

Prompt 43: Global Resource Distribution

Copy this prompt into your AI tool:

Ask me to explain why food, water, and energy resources are unevenly distributed around the world. I should distinguish between physical factors (climate, geology, topography) and human factors (wealth, technology, infrastructure, governance). Then ask me to define what resource security means and explain why some countries are resource insecure. Ask about food, water, and energy one at a

time, waiting for my answer each time. Finally, ask me to assess which type of resource insecurity poses the greatest global challenge and justify my answer. Check I use terms like surplus, deficit, and resource security accurately.

What this helps you practise:

Understanding the uneven distribution of global resources and the concept of resource security.

How to use it well:

Use specific country examples to illustrate surplus and deficit — for example, water surplus in Canada versus water stress in Sub-Saharan Africa.

Prompt 44: Food — Supply, Demand, and Security

Copy this prompt into your AI tool:

Test me on food security by asking me to explain the factors that affect food supply (climate, water availability, technology, conflict, poverty) and food demand (population growth, rising incomes, changing diets). Then ask me to describe two strategies for increasing food supply, such as irrigation, the Green Revolution, biotechnology (GM crops), or aeroponics. For each strategy, I should explain how it works and give one advantage and one disadvantage. Wait for each answer.

What this helps you practise:

Understanding food security challenges and evaluating strategies to increase food supply.

How to use it well:

Link your answers to specific regions — for example, the impact of the Green Revolution in India or irrigation challenges in the Middle East.

Prompt 45: Food Miles and Local Sourcing

Copy this prompt into your AI tool:

Ask me to explain what food miles are and why they matter for the environment. I should describe how transporting food over long distances increases carbon emissions and contributes to climate change. Then ask me to evaluate whether buying locally sourced food is always more sustainable than importing food, considering factors such as energy used in production, seasonal availability, and the economic impact on LIC farmers who rely on food exports. Wait for my answer and check I have presented a balanced argument. This is the kind of question where the command word 'evaluate' means I must weigh both sides and reach a conclusion — check that I do.

What this helps you practise:

Evaluating the food miles concept and understanding the complexity of sustainable food choices.

How to use it well:

This is a good example of a question where the obvious answer (local is always better) is too simple — examiners reward nuanced evaluation.

Prompt 46: Water Supply and Demand in the UK

Copy this prompt into your AI tool:

Ask me to explain why there is a water supply-demand imbalance in the UK, with surplus in the north and west and deficit in the south and east. I should explain the physical reasons (higher rainfall in upland areas) and human reasons (higher population density in the south-east). Then ask me to describe and evaluate strategies for managing this imbalance, such as water transfer schemes, reservoirs, desalination, and demand management (water meters, fixing leaking pipes). Wait for my answer and check for balanced evaluation.

What this helps you practise:
Understanding the UK's water supply challenges and evaluating management strategies.
How to use it well:
Reference the proposed schemes to transfer water from areas of surplus to deficit and explain the arguments for and against.

Prompt 47: Global Water Security
Copy this prompt into your AI tool:
Ask me to explain the causes of water insecurity globally, including physical causes (climate, geology) and human causes (population growth, economic development, pollution, over-abstraction). Then test me on the consequences of water insecurity: conflict, impacts on food production, health problems, and industrial limitations. Finally, ask me to describe one large-scale water management project (such as a dam, desalination plant, or water transfer scheme) and evaluate its effectiveness. Wait for each part of my answer.
What this helps you practise:
Understanding the causes, consequences, and management of global water insecurity.
How to use it well:
Use a named example such as the Three Gorges Dam, the Lesotho Highland Water Project, or desalination in Saudi Arabia.

Prompt 48: Energy Mix and Energy Security
Copy this prompt into your AI tool:
Ask me to explain what the energy mix means and describe the UK's current energy mix, including fossil fuels (oil, gas, coal), nuclear power, and renewables (wind, solar, hydroelectric, biomass, tidal). Then ask me to explain why the UK's energy mix is changing (depletion of North Sea oil and gas,

climate change commitments, energy security concerns, falling costs of renewables). Test me on the advantages and disadvantages of two renewable and two non-renewable energy sources. Ask about each one at a time and wait for my answer.

What this helps you practise:

Understanding the UK's changing energy mix and evaluating different energy sources.

How to use it well:

Know specific facts about the UK's energy mix — such as the percentage of electricity from renewables — to add precision to your answers.

Prompt 49: Carbon Footprint Reduction

Copy this prompt into your AI tool:

Ask me to explain what a carbon footprint is and why reducing carbon footprints is important for tackling climate change. Then test me on strategies for reducing carbon footprints at different scales: individual (reducing car use, eating less meat, improving home insulation), national (investing in renewable energy, carbon taxes, building regulations), and international (Paris Agreement, carbon trading schemes). Ask about each scale one at a time and wait for my answer. Check I explain how each strategy actually reduces carbon emissions. Finally, ask me to evaluate which scale of action is most effective and justify my judgement.

What this helps you practise:

Understanding carbon footprints and evaluating reduction strategies at different scales.

How to use it well:

Be prepared to evaluate which scale of action is most effective — this is a common evaluation question in exams.

Prompt 50: Sustainable Resource Management

Copy this prompt into your AI tool:

Ask me to explain what sustainable resource management means and why it is important. Then give me three scenarios one at a time — one about food, one about water, and one about energy — and ask me to suggest and justify a sustainable management strategy for each. For example: how to manage fish stocks sustainably, how to reduce water waste in agriculture, or how to develop a sustainable energy strategy for a growing city. Wait for my answer each time and check that my strategies are realistic and well-justified.

What this helps you practise:

Applying the concept of sustainability to practical resource management scenarios.

How to use it well:

Think about sustainability as meeting the needs of the present without compromising the ability of future generations to meet their own needs — keep this definition in mind.

Prompt 51: Resource Extraction — Costs and Benefits

Copy this prompt into your AI tool:

Ask me to evaluate the costs and benefits of extracting a natural resource in a specific context — for example, fracking for shale gas in the UK, mining lithium in South America, or extracting oil in the Arctic. I should discuss economic benefits (jobs, energy security, tax revenue), environmental costs (habitat destruction, water pollution, carbon emissions), and social impacts (community disruption, health risks). Wait for my answer and check I reach a supported conclusion that weighs both sides.

What this helps you practise:

Writing a balanced evaluation of resource extraction

with environmental, economic, and social considerations.

How to use it well:

Choose the resource and location from your specification if one is specified, or pick a well-known example you can support with facts.

Prompt 52: Resource Consumption and Inequality

Copy this prompt into your AI tool:

Ask me to explain why resource consumption varies between HICs, NEEs, and LICs. I should discuss how wealth, technology, industrialisation, and lifestyle choices affect per capita consumption of food, water, and energy. Then ask me to evaluate whether it is fair to expect LICs to limit their resource consumption to tackle climate change when HICs are historically the largest consumers. Wait for my answer and check I present multiple perspectives and reach a reasoned conclusion. A 9-mark question on this topic would require me to reach a substantiated judgement — make sure I commit to a clear position at the end.

What this helps you practise:

Understanding global inequalities in resource consumption and evaluating questions of fairness.

How to use it well:

Use specific per capita consumption data if you know it — for example, comparing water or energy use in the USA versus Sub-Saharan Africa.

Section 5

Fixing Common Geographical Misconceptions

Even well-prepared GCSE Geography students make avoidable mistakes that cost marks in exams. Many of these errors come from confusing terms that sound similar but mean different things, or from applying everyday language when the examiner expects precise geographical vocabulary. This section targets the most common misconceptions and helps you eliminate them before exam day.

Misconceptions like confusing weather with climate, erosion with weathering, or GDP with GNI may seem minor, but they signal to the examiner that your understanding is imprecise. In a subject where accurate use of terminology is explicitly rewarded in mark schemes, these small errors add up and can be the difference between grades.

These prompts are designed to expose your misconceptions in a safe environment so you can correct them. Be honest with your answers — the whole point is to find the gaps in your knowledge now, not in the exam hall.

Prompt 53: Weather vs Climate

Copy this prompt into your AI tool:

Ask me to explain the difference between weather and climate. Then give me five statements one at a time — some describing weather and some describing climate — and ask me to classify each one correctly. After each answer, tell me whether I was right or wrong and explain why. Examples should include tricky cases such as 'the UK is getting warmer' or 'it rained heavily yesterday'. Do not give hints before I answer each one.

What this helps you practise:

Correctly distinguishing between weather (short-term atmospheric conditions) and climate (long-term average patterns).

How to use it well:

Remember: weather is what you experience on a particular day; climate is the average weather conditions over at least 30 years.

Prompt 54: Erosion vs Weathering

Copy this prompt into your AI tool:

Ask me to define erosion and weathering separately and explain the key difference between them. Then give me six examples of processes one at a time — such as freeze-thaw, abrasion, carbonation, hydraulic action, biological weathering, and attrition — and ask me to classify each as either erosion or weathering. Wait for my answer each time. If I get any wrong, explain clearly why the process is erosion (involves transport) or weathering (breakdown in situ with no movement).

What this helps you practise:

The crucial distinction between erosion (wearing away and removal) and weathering (in situ breakdown).

How to use it well:

The key test is: does the material get moved? Erosion involves the wearing away and transport of material, while weathering breaks rock down in situ without any movement — keep this distinction absolutely clear in every answer.

Prompt 55: GDP vs GNI vs HDI

Copy this prompt into your AI tool:

Ask me to define GDP, GNI per capita, and HDI one at a time. For each, I should explain what it measures, how it is calculated or what it includes,

and give one limitation. Then ask me which of these three is considered the most reliable single indicator of development and why. Wait for my answer each time and correct any confusion between the terms. Do not give hints.

What this helps you practise:

Distinguishing between commonly confused development indicators.

How to use it well:

Remember: GDP measures total output, GNI per capita includes overseas income divided by population, and HDI combines income, education, and life expectancy.

Prompt 56: Primary vs Secondary Data

Copy this prompt into your AI tool:

Ask me to define primary data and secondary data in the context of geographical fieldwork. Then give me eight examples of data sources one at a time — such as a questionnaire I designed, Census data, my own river measurements, a textbook statistic, photographs I took in the field, Environment Agency flood records, soil samples I collected, and Google Maps — and ask me to classify each as primary or secondary. Wait for my answer each time and explain why if I get any wrong.

What this helps you practise:

Correctly classifying data sources as primary (collected first-hand) or secondary (collected by someone else).

How to use it well:

The key question is: did you collect it yourself for this specific investigation? If yes, it is primary; if someone else collected it, it is secondary.

Prompt 57: Correlation vs Causation in Fieldwork

Copy this prompt into your AI tool:

Ask me to explain the difference between correlation and causation in geographical fieldwork. Then give me three examples of geographical correlations one at a time — such as 'areas closer to the city centre have higher land values' or 'river velocity increases with distance from the source' — and ask me whether each one proves causation or only shows correlation. After each answer, ask me what other factors might explain the relationship. Wait for my answer each time before providing feedback.

What this helps you practise:

Understanding that correlation does not prove causation and identifying possible confounding factors.

How to use it well:

In your fieldwork answers, always acknowledge limitations and other possible explanations — this is a key skill examiners look for in evaluation.

Prompt 58: Misreading Ordnance Survey Maps

Copy this prompt into your AI tool:

Test my OS map reading skills by asking me the following one at a time: how to give a four-figure grid reference, how to give a six-figure grid reference, how to calculate straight-line distance using the scale, how to identify relief using contour lines (including spotting steep slopes, gentle slopes, and flat land), and how to interpret common map symbols. For each, ask me to explain the method and then give me a practice scenario to apply it. Correct any errors in my method before moving on.

What this helps you practise:

Accurate OS map reading skills, which are tested in every GCSE Geography exam.

How to use it well:

Remember: for grid references, always go along the

corridor (eastings) before going up the stairs (northings). Practise giving six-figure references until the method is automatic, as map skills appear on every exam paper.

Prompt 59: Misinterpreting Population Pyramids

Copy this prompt into your AI tool:

Ask me to explain what a population pyramid shows and how to interpret one. Then describe three different population pyramid shapes one at a time — a wide base with narrow top (LIC), a column shape (HIC), and one with a bulge in middle ages (NEE experiencing demographic transition) — and ask me to identify the type of country each represents and explain the birth rate, death rate, and life expectancy it suggests. Wait for my answer each time. Correct any errors in my interpretation.

What this helps you practise:

Interpreting population pyramids and linking their shape to demographic characteristics.

How to use it well:

Look for specific features: a wide base means high birth rate, a narrow top means low life expectancy, and a bulge suggests a past baby boom or migration.

Prompt 60: Confusing Push and Pull Factors

Copy this prompt into your AI tool:

Ask me to define push factors and pull factors in the context of migration. Then give me ten factors one at a time — such as unemployment, better schools, natural disasters, higher wages, political persecution, family reunification, drought, better healthcare, war, and job opportunities — and ask me to classify each as a push factor or a pull factor. Wait for my answer each time. If I get any wrong, explain clearly why it is a push factor (drives people

away) or a pull factor (attracts people to a new location).

What this helps you practise:

Correctly classifying migration factors as push or pull.

How to use it well:

Some factors can be both push and pull depending on perspective — being able to explain this nuance shows the examiner you think critically rather than simply memorising lists of factors.

Prompt 61: Confusing Types of Plate Margin

Copy this prompt into your AI tool:

Ask me to name and describe the three types of plate margin. Then give me six scenarios one at a time — describing specific plate movements (such as 'two plates moving apart', 'an oceanic plate meeting a continental plate', 'two plates sliding past each other', 'two continental plates colliding') — and ask me to identify the correct type of margin and predict what geological features or hazards would occur. Wait for my answer each time and correct any errors.

What this helps you practise:

Applying knowledge of plate margins to specific scenarios rather than just memorising definitions.

How to use it well:

Focus on understanding the process at each margin — if you understand why subduction happens at a destructive margin, you will not confuse the types.

Prompt 62: Describing vs Explaining vs Evaluating

Copy this prompt into your AI tool:

Ask me to explain the difference between the command words describe, explain, and evaluate as used in GCSE Geography exams. I should define

what each command word requires. Then give me a geographical topic — such as the effects of deforestation — and ask me to write three short responses: one that describes, one that explains, and one that evaluates. Wait for each response and check that I have correctly matched the skill level to each command word. If my 'explain' answer is only a description, or my 'evaluate' answer lacks a judgement, tell me clearly what is missing. Then ask me to assess why understanding command words is essential for exam success.

What this helps you practise:

Matching the depth of your answer to the command word used in the question.

How to use it well:

This is one of the most important skills for the exam — always read the command word before writing and adjust your answer accordingly.

Prompt 63: Confusing Types of Weathering

Copy this prompt into your AI tool:

Ask me to explain the three categories of weathering: mechanical (physical), chemical, and biological. Then give me specific processes one at a time — onion-skin weathering (exfoliation), carbonation, tree root growth, frost shattering, oxidation, burrowing animals — and ask me to classify each into the correct category. Wait for my answer each time. If I make errors, explain clearly which category the process belongs to and why. Do not give hints before I answer.

What this helps you practise:

Correctly classifying specific weathering processes into their three categories.

How to use it well:

Think about the mechanism: is it physical force

breaking the rock, chemical reaction changing the rock, or living organisms causing the breakdown?

Prompt 64: Hard vs Soft Engineering Confusion

Copy this prompt into your AI tool:

Ask me to explain the difference between hard engineering and soft engineering in the context of both river and coastal management. Then give me eight management strategies one at a time — such as groynes, managed retreat, embankments, beach nourishment, dams, floodplain zoning, sea walls, and river restoration — and ask me to classify each as hard or soft engineering. Wait for my answer each time. If I make errors, explain why the strategy is hard (involves construction and physical structures) or soft (works with natural processes).

What this helps you practise:

Correctly distinguishing hard and soft engineering approaches in both river and coastal contexts.

How to use it well:

Remember: hard engineering fights against nature using structures; soft engineering works with natural processes and is generally cheaper and more sustainable.

Section 6

Geographical Skills — Maps, Data, and Fieldwork

Geographical skills are tested throughout the GCSE Geography exam, not just in a single question. You need to be confident with Ordnance Survey map reading, graph interpretation, statistical calculations, and fieldwork methodology. These are practical skills that examiners expect you to apply accurately under timed conditions, so practise is essential.

Map skills include giving accurate grid references, measuring distances, interpreting contour patterns, drawing cross-sections, and using map evidence to describe the physical and human features of an area. Data skills range from reading and constructing graphs (choropleth maps, proportional symbol maps, scatter graphs) to performing calculations such as mean, median, mode, range, interquartile range, and Spearman's rank correlation coefficient.

Fieldwork is a compulsory part of GCSE Geography, and you will be examined on your own fieldwork investigations as well as unfamiliar fieldwork scenarios. You need to understand how to design an investigation, choose appropriate sampling methods, collect and present data, analyse results, and evaluate your methodology. These prompts cover all of these skills.

Prompt 65: Grid References Practice

Copy this prompt into your AI tool:

Test me on four-figure and six-figure grid references. Describe a simple OS map layout with named features at specific grid references, then ask me to give the four-figure grid reference for a

feature, the six-figure grid reference for a precise point, and ask me to identify what feature is located at a grid reference you provide. Do this for five different features one at a time, waiting for my answer each time. Remind me of the correct method if I make an error, and then give me another chance.

What this helps you practise:

Giving accurate four-figure and six-figure grid references under test conditions.

How to use it well:

Always remember: go along the corridor before you go up the stairs — eastings first, then northings. Practise with past paper map extracts until giving accurate grid references under time pressure becomes automatic.

Prompt 66: Contour Lines and Relief

Copy this prompt into your AI tool:

Describe a section of an imaginary OS map with contour lines at various intervals and ask me to interpret the relief. Ask me one at a time: where is the steepest slope (contour lines close together), where is the gentle slope, where is the flat land, what is the approximate height of a hilltop, and whether I can identify features such as a valley, ridge, or spur from the contour pattern. Wait for my answer each time and correct any misinterpretations.

What this helps you practise:

Interpreting contour lines to describe relief and identify landform features on OS maps.

How to use it well:

Look at the spacing between contour lines — close together means steep, far apart means gentle. Practise on real OS map extracts from past papers too.

Prompt 67: Cross-Section Drawing

Copy this prompt into your AI tool:

Give me a series of height values along a transect line across an imaginary landscape — for example, 50m, 120m, 200m, 180m, 100m, 60m at evenly spaced points — and ask me to explain step by step how I would draw a cross-section from this data. I should describe choosing appropriate axes and scale, plotting each height value, and joining the points with a smooth line. Then ask me to describe the relief shown by the cross-section. Wait for my answer and check my method is correct.

What this helps you practise:

The method for drawing and interpreting a cross-section from height data.

How to use it well:

In the exam, always use a ruler, label both axes clearly, and plot points carefully — neatness and accuracy earn marks.

Prompt 68: Graph Interpretation — Choropleth and Proportional Symbols

Copy this prompt into your AI tool:

Present me with two imaginary maps to me: one choropleth map showing population density across regions using shading, and one proportional symbol map showing city populations using different-sized circles and ask me to describe and explain what I observe. For each map, ask me to describe the pattern shown, identify the region or city with the highest and lowest values, and explain one advantage and one disadvantage of that type of map. Ask about each map one at a time, waiting for my answer before moving on.

What this helps you practise:

Interpreting choropleth and proportional symbol

maps and evaluating their strengths and weaknesses.

How to use it well:

When describing patterns on maps, use geographical language like 'concentration', 'distribution', 'anomaly', and compass directions — this precise vocabulary signals to the examiner that you are thinking geographically.

Prompt 69: Scatter Graphs and Correlation

Copy this prompt into your AI tool:

Describe a set of data about two geographical variables — for example, distance from the CBD and average house price — and ask me to explain how I would plot a scatter graph, draw a line of best fit, and describe the correlation shown (positive, negative, or no correlation). Then ask me to explain what the correlation suggests about the relationship between the two variables and whether it proves causation. Wait for my answer and correct any errors in my understanding of correlation.

What this helps you practise:

Plotting scatter graphs, identifying correlation types, and understanding the difference between correlation and causation.

How to use it well:

Always remember to describe anomalies (points far from the line of best fit) and suggest possible geographical explanations for them — identifying and explaining anomalies is a skill that earns marks across several question types.

Prompt 70: Statistical Skills — Averages and Range

Copy this prompt into your AI tool:

Give me a set of ten geographical data values — for example, river pebble sizes measured during

fieldwork — and ask me to calculate the mean, median, mode, and range. Ask me to do each calculation one at a time, showing my working. Then ask me to explain which average is most useful for this data and why. Finally, ask me to calculate the interquartile range and explain what it tells us about the spread of the data. Wait for each answer before moving on.

What this helps you practise:

Calculating key statistical measures and understanding when each is most appropriate.

How to use it well:

Show your working clearly in the exam even if the calculation seems simple — you can pick up method marks even if your final answer is wrong.

Prompt 71: Spearman's Rank Correlation

Copy this prompt into your AI tool:

Give me two small sets of ranked geographical data (about 8 pairs) — for example, distance downstream and average pebble size — and walk me through the Spearman's rank correlation calculation step by step. First ask me to rank each data set, then calculate the difference (d) and d squared for each pair, then sum the d squared values, and finally apply the Spearman's rank formula: $r_s = 1 - (6\Sigma d^2 \div n(n^2-1))$. Wait for each step and check my arithmetic. Then ask me to interpret the result.

What this helps you practise:

Performing a Spearman's rank correlation calculation step by step with real data.

How to use it well:

Practise this calculation several times before the exam so the formula and method become automatic — you cannot afford to waste time figuring it out on exam day.

Prompt 72: Fieldwork — Sampling Methods

Copy this prompt into your AI tool:

Ask me to define and explain three sampling methods used in geographical fieldwork: random sampling, systematic sampling, and stratified sampling. For each one, I should explain how it works, give a geographical example of when it would be used, and state one advantage and one disadvantage. Ask about each method one at a time and wait for my answer. Then give me a fieldwork scenario and ask me which sampling method I would choose and why.

What this helps you practise:

Understanding when and why different sampling methods are appropriate in fieldwork.

How to use it well:

In the exam, always justify your choice of sampling method by linking it to the specific aims of the investigation.

Prompt 73: Fieldwork — Data Presentation

Copy this prompt into your AI tool:

Ask me to suggest appropriate data presentation methods for three different types of geographical data, one at a time: categorical data (such as land use types), continuous numerical data (such as temperature or river velocity at different points), and spatial data (such as pedestrian counts at different locations). For each, I should name a suitable graph, chart, or map type, explain why it is appropriate, and describe how to construct it. Wait for my answer and check my choices are sensible.

What this helps you practise:

Choosing appropriate data presentation methods and justifying your choices.

How to use it well:

Think about what the data looks like and what

patterns you want to show — bar charts for categories, line graphs for trends, located symbols for spatial patterns.

Prompt 74: Fieldwork — Evaluation

Copy this prompt into your AI tool:

Give me an imaginary fieldwork investigation — for example, testing whether river velocity increases downstream — and ask me to evaluate it. I should discuss the reliability and accuracy of the data collection methods, identify possible sources of error (such as measuring in only one part of the channel, or taking readings on only one day), suggest how the methodology could be improved, and explain whether the results are likely to be representative. Wait for my answer and check I cover all four aspects of evaluation. The mark scheme for fieldwork evaluation typically allocates marks for each of these four elements — make sure I address all of them.

What this helps you practise:

Writing a thorough fieldwork evaluation covering reliability, accuracy, sources of error, and improvements.

How to use it well:

Evaluation questions are worth significant marks — always discuss what went well, what could have been better, and how you would improve it if you did the fieldwork again.

Prompt 75: Fieldwork — Describing Data Trends

Copy this prompt into your AI tool:

Give me a set of results from an imaginary fieldwork investigation — for example, pedestrian counts at different distances from the CBD — and ask me to describe the overall trend, identify any anomalies,

and use specific data values to support my description. Then ask me to explain the trend using geographical knowledge. Wait for my answer and check that I have used actual numbers from the data rather than making vague statements like 'it goes up'. Correct any errors.

What this helps you practise:

Describing data trends accurately using evidence and explaining them with geographical understanding.

How to use it well:

Always quote specific numbers in your answer — saying 'pedestrian count fell from 87 to 12' is much stronger than saying 'it decreased'.

Prompt 76: Map Evidence Questions

Copy this prompt into your AI tool:

Describe an imaginary OS map extract of a coastal area with features such as a bay, a headland, a settlement, roads, contour lines, marshland, and a tourist area. Then ask me GCSE-style questions about it: describe the physical features of the area, suggest why the settlement grew in that location, identify evidence of tourism, and evaluate whether the area is at risk of flooding. Ask each question one at a time and wait for my answer. Check that I use map evidence (grid references, contour heights, symbols) to support my answers.

What this helps you practise:

Using map evidence systematically to answer questions about physical and human features.

How to use it well:

Always refer to specific grid references and map symbols in your answer — vague descriptions without evidence will not score well.

Section 7

Extended Writing and Exam Technique

Extended writing questions are where the highest marks are won and lost in GCSE Geography. Questions worth 6 marks, 9 marks, or more require you to structure your answer clearly, use specific evidence and case studies, and demonstrate higher-order skills such as evaluation and reasoned judgement. Many students know the content but lose marks because they do not organise their response effectively or fail to address the command word.

The key command words in GCSE Geography — describe, explain, assess, evaluate, discuss, and to what extent — each demand a different type of response. Understanding what each one requires is essential: a 'describe' answer that includes explanations wastes time, while an 'evaluate' answer without a final judgement misses the point entirely. Practising these distinctions is one of the most efficient ways to improve your exam grade.

These prompts give you structured practice in writing extended answers, using case studies effectively, and hitting the assessment criteria that examiners use. Treat each prompt as a mini exam practice, write your answer fully, and use the AI feedback to identify where you can improve.

Prompt 77: 6-Mark Answer Structure

Copy this prompt into your AI tool:

Give me a GCSE Geography question worth 6 marks on any physical geography topic. After I write my answer, assess it against GCSE criteria: have I made at least three developed points, used geographical terminology accurately, included specific detail or examples, and written in a logical sequence? Award

me a mark out of 6 and explain clearly what I did well and what I need to improve. Do not give any hints before I answer.

What this helps you practise:

Structuring a 6-mark answer with developed points, terminology, and evidence.

How to use it well:

Aim for three clear points, each with a factual detail or example that extends the point — this is the classic structure for a strong 6-mark answer.

Prompt 78: 9-Mark Extended Answer

Copy this prompt into your AI tool:

Give me a GCSE Geography question worth 9 marks that requires me to evaluate or discuss a geographical issue — for example, evaluating the effectiveness of strategies to manage a tectonic hazard. After I write my answer, mark it using GCSE Level descriptors: Level 1 (basic, 1-3 marks), Level 2 (clear, 4-6 marks), Level 3 (detailed, 7-9 marks). Tell me which level I achieved and explain specifically what I would need to add or change to reach Level 3. Check for case study detail, balanced argument, and a clear conclusion.

What this helps you practise:

Writing a high-level 9-mark answer with case study evidence, balance, and a clear evaluative conclusion.

How to use it well:

For 9-mark questions, plan your answer for 2 minutes before writing — identify your key arguments, your case study evidence, and your conclusion.

Prompt 79: Using Case Studies Effectively

Copy this prompt into your AI tool:

Ask me to explain the role of case studies in GCSE Geography answers and why they are important for

achieving high marks. Then give me a question that requires case study knowledge — for example, about the effects of tropical storm on an LIC or NEE — and ask me to write an answer. After I finish, specifically assess whether my case study use was effective: did I name the place, give specific facts and figures, and use the case study to support my argument rather than just listing facts? Give me targeted feedback on improving my case study technique.

What this helps you practise:

Integrating case study detail effectively into exam answers rather than just memorising facts.

How to use it well:

The best case study answers weave facts into the argument — do not just write a paragraph of facts and then a paragraph of geography; combine them.

Prompt 80: Evaluating Strategies

Copy this prompt into your AI tool:

Ask me to write an evaluation of a geographical strategy — such as whether international aid is the best way to reduce the development gap. Before I start, remind me that an evaluation must include: arguments for and against, specific evidence to support each side, consideration of alternatives, and a clear supported conclusion. After I write my answer, assess each of these elements separately and tell me which ones I did well and which need improvement. Do not give hints about the content.

What this helps you practise:

Writing a structured evaluation with balanced arguments and a supported judgement.

How to use it well:

Always finish an evaluation with a clear conclusion that answers the question directly — sitting on the fence without a judgement will not earn top marks.

Prompt 81: Advantages and Disadvantages Structure

Copy this prompt into your AI tool:

Give me a GCSE-style question that asks me to discuss the advantages and disadvantages of a geographical intervention — for example, building a dam for water management. After I write my answer, check whether I have: clearly separated advantages from disadvantages, given specific supporting evidence for each point, considered who benefits and who is disadvantaged, and reached a balanced overall judgement. Tell me my mark and explain what I could improve.

What this helps you practise:

Structuring a balanced advantages/disadvantages answer with a clear evaluative conclusion.

How to use it well:

Consider different stakeholders — local residents, the government, the environment, future generations — to add depth to your advantages and disadvantages.

Prompt 82: Command Word Precision

Copy this prompt into your AI tool:

Give me six short GCSE Geography questions one at a time, each using a different command word: describe, explain, assess, evaluate, discuss, and to what extent. The questions should cover different topics. For each, I should write a brief response that correctly matches the skill required by the command word. After each response, tell me whether I matched the command word correctly — for example, did my 'explain' actually explain with reasons, or did it only describe? Wait for my answer each time.

What this helps you practise:

Matching the depth and style of your answer to the specific command word in the question.

How to use it well:

Before writing any exam answer, circle the command word and consciously decide what type of response it requires — this single habit prevents the most common reason students lose marks on extended writing questions.

Prompt 83: SPaG and Geographical Vocabulary

Copy this prompt into your AI tool:

Give me a GCSE-style extended writing question worth 9 marks where SPaG (spelling, punctuation, and grammar) marks are available. After I write my answer, assess it for both geographical content and the quality of written communication. Check whether I have: used geographical terminology accurately and spelled it correctly (terms like urbanisation, deforestation, sustainability, erosion, multiplier effect), written in clear paragraphs, used full sentences, and maintained a formal register. Give me separate feedback on content and SPaG.

What this helps you practise:

Writing clearly and accurately under exam conditions, including correct spelling of key terms.

How to use it well:

SPaG marks are easy marks to earn — write in paragraphs, avoid slang, and practise spelling key geographical terms correctly.

Prompt 84: Linking Physical and Human Geography

Copy this prompt into your AI tool:

Give me a GCSE-style question that requires me to link physical and human geography — for example, how physical factors influence the location of a

settlement, or how natural hazards affect economic development. After I answer, check whether I have made clear and explicit links between physical processes and human consequences, rather than writing about each separately. Tell me how effectively I connected the two and suggest how I could strengthen the links.

What this helps you practise:

Making explicit connections between physical geography processes and human geography outcomes.

How to use it well:

Use linking phrases like 'this physical process leads to', 'as a consequence for human activity', and 'the impact on the population is' to make connections explicit.

Prompt 85: Time Management in Extended Questions

Copy this prompt into your AI tool:

Give me two GCSE Geography extended writing questions of different mark values — one worth 6 marks and one worth 9 marks. Tell me I have exactly 8 minutes for the 6-marker and 13 minutes for the 9-marker. After I write each answer, assess whether the length and depth is appropriate for the marks available — did I write too much for the 6-marker or too little for the 9-marker? Give me feedback on how to allocate my time more efficiently in the exam.

What this helps you practise:

Judging the appropriate length and depth of response for different mark-value questions.

How to use it well:

As a rough guide, spend approximately 1-1.5 minutes per mark — do not over-write on low-mark questions at the expense of high-mark ones.

Prompt 86: To What Extent Questions

Copy this prompt into your AI tool:

Give me a GCSE-style 'to what extent' question — for example, 'To what extent is climate change the main cause of water insecurity?' After I write my answer, assess whether I have: presented evidence that climate change is an important cause, but also considered other factors (population growth, pollution, poor governance), weighed up the relative importance of each factor, and reached a clear conclusion about the extent to which climate change is the main cause. This type of question specifically requires a judgement of degree, not just listing factors.

What this helps you practise:

Answering 'to what extent' questions with a clear judgement of relative importance.

How to use it well:

The word 'extent' means you must make a judgement — is it the main cause, a significant cause, or only a minor factor? Your conclusion must answer this directly.

Section 8

Applying Geographical Knowledge to Unfamiliar Contexts

GCSE Geography exams increasingly test your ability to apply what you have learned to unfamiliar contexts. You will be given data, maps, photographs, or scenarios that you have never seen before and asked to use your geographical knowledge and understanding to interpret them. This is where strong conceptual understanding beats rote memorisation — if you truly understand a process, you can apply it anywhere.

This section trains you to take models, theories, and frameworks you have learned and use them to analyse new situations. For example, you might need to apply the Bradshaw model to an unfamiliar river, use your knowledge of plate tectonics to predict hazards in a new location, or interpret an unfamiliar population pyramid and explain what it reveals about a country's development.

These prompts deliberately put you in situations where you cannot fall back on memorised case studies. Instead, you must reason geographically, using your understanding of processes, patterns, and relationships to make sense of something new. This is the highest-level skill in GCSE Geography and the one that separates the top grades from the rest.

Prompt 87: Applying the Bradshaw Model

Copy this prompt into your AI tool:

Present me with an imaginary river system to me with data about channel width, depth, velocity, discharge, gradient, and sediment size at three points along the river (upper, middle, and lower course) and ask me to describe and explain what I

observe. Ask me to describe the trends shown by the data and explain whether they match the predictions of the Bradshaw model. If any data points do not match the expected pattern, ask me to suggest possible reasons for the anomaly. Wait for my answer and check that I use the correct terminology and demonstrate understanding of downstream changes.

What this helps you practise:

Applying the Bradshaw model to unfamiliar river data and explaining anomalies.

How to use it well:

Remember that the Bradshaw model shows general trends — real rivers may deviate due to local factors like tributaries, geology, or human intervention.

Prompt 88: Predicting Hazards in an Unfamiliar Location

Copy this prompt into your AI tool:

Present me with an imaginary country located on a specific type of plate boundary, with details about its population density, level of development, and infrastructure and ask me to describe and explain what I observe. Do not tell me what hazards it faces. Ask me to predict the likely tectonic hazards, explain why they would occur based on the plate boundary type, and assess the country's vulnerability based on its level of development. Then ask me to suggest appropriate preparation and response strategies. Wait for my answer and check my reasoning is logical.

What this helps you practise:

Applying tectonic hazard knowledge to predict risks and assess vulnerability in an unfamiliar context.

How to use it well:

Think systematically: first identify the hazard from

the plate boundary, then assess the impact based on the country's ability to prepare and respond.

Prompt 89: Interpreting Unfamiliar Data Resources

Copy this prompt into your AI tool:

Present me with an unfamiliar data set relevant to GCSE Geography — for example, a table showing development indicators for five unnamed countries, or climate data for three mystery locations. Ask me to analyse the data step by step: describe the patterns, identify any outliers or anomalies, suggest what type of country or location the data might represent, and explain my reasoning using geographical knowledge. Wait for my answer and check that I use evidence from the data to support every conclusion.

What this helps you practise:

Interpreting unfamiliar data by applying geographical knowledge to identify patterns and draw conclusions.

How to use it well:

Always start by describing the obvious patterns before attempting explanations — this earns description marks even if your explanation is not perfect.

Prompt 90: Linking Physical and Human Geography — Synoptic Thinking

Copy this prompt into your AI tool:

Give me a scenario that links physical and human geography — for example, a low-income country in a tropical region experiencing rapid population growth, deforestation, and increasing flood risk. Ask me to explain how the physical and human factors are connected, how changes in one area create consequences in the other, and what sustainable

management strategies could address the interconnected problems. Wait for my answer and check that I make explicit links between physical processes and human impacts rather than treating them as separate issues. This is how a 9-mark synoptic question works — the examiner specifically looks for connections between topics, not separate paragraphs on each.

What this helps you practise:

Synoptic geographical thinking by linking physical processes to human consequences and management challenges.

How to use it well:

Synoptic questions are designed to test whether you can think across topics — practise spotting connections between different parts of the specification.

Prompt 91: Applying the Demographic Transition Model

Copy this prompt into your AI tool:

Give me birth rate and death rate data for an imaginary country over a 100-year period and ask me to identify which stage of the Demographic Transition Model (DTM) the country was in at different time points. Then ask me to explain the social and economic factors that would cause the transitions between stages. Finally, ask me to predict what challenges the country might face in Stage 5 (if applicable) with an ageing population. Wait for each part of my answer and check my reasoning.

What this helps you practise:

Applying the Demographic Transition Model to unfamiliar data and explaining the causes of demographic change.

How to use it well:
Remember that the DTM is a model, not a law — be prepared to discuss its limitations and why some countries do not follow the pattern exactly.

Prompt 92: Analysing an Unfamiliar Photograph
Copy this prompt into your AI tool:
Describe a geographical photograph to me in detail — for example, a landscape showing river features, or an urban area in a developing country — without telling me where it is. Ask me to use my geographical knowledge to identify the physical and human features visible, suggest what processes have shaped the landscape, estimate the likely location or type of environment, and identify any evidence of human impact or management. Wait for my answer and check that I use precise geographical terminology and support my interpretations with evidence from the photograph description.
What this helps you practise:
Interpreting visual evidence by applying geographical knowledge to identify features and processes.
How to use it well:
In the exam, treat photographs as evidence — describe what you can see, then explain what it tells you about the geography of the place.

Prompt 93: Applying Models to New Scenarios
Copy this prompt into your AI tool:
Choose a geographical model I should know for GCSE — such as the Burgess model of urban land use, the Butler model of tourism, or the hydrological cycle — and describe an unfamiliar scenario where I need to apply it. Ask me to explain how the model applies to the scenario, whether the scenario matches the model's predictions, and what

limitations the model has in this context. Wait for my answer and check that I demonstrate both knowledge of the model and the ability to critically evaluate its usefulness.

What this helps you practise:

Applying theoretical models to new situations and evaluating their strengths and limitations.

How to use it well:

Examiners love to see you acknowledge that models are simplifications of reality — always mention at least one limitation when applying a model to a real-world context.

Prompt 94: Decision-Making Exercise

Copy this prompt into your AI tool:

Set up a GCSE-style decision-making exercise for me. Describe a geographical scenario — for example, a coastal town deciding between different management strategies after experiencing severe erosion — and provide brief information about three possible options, each with different costs, benefits, and impacts on different stakeholder groups. Ask me to evaluate each option and make a reasoned recommendation, justifying my choice with reference to the evidence provided. Wait for my answer and check that I have considered multiple perspectives and explained why I rejected the other options. Decision-making questions are worth significant marks and the mark scheme requires a justified recommendation — not just a description of the options.

What this helps you practise:

Evaluating options, considering stakeholder perspectives, and making reasoned geographical decisions.

How to use it well:

Decision-making questions test your ability to weigh

evidence — do not just pick the cheapest option; consider long-term sustainability, environmental impact, and who is affected.

Section 9

Final Revision and Exam-Week Prompts

The final days before your GCSE Geography exam are not the time to learn new content — they are the time to consolidate what you already know, identify any remaining gaps, and build your confidence. These prompts are designed for the last week of revision, helping you sweep across the entire specification quickly, drill your case study knowledge, and simulate exam conditions.

Speed and accuracy matter in these final prompts. You should be aiming to recall key facts, processes, and case study details quickly and correctly. If a prompt reveals a gap, note it down and address it immediately — there is still time to fill small gaps, but only if you find them now.

Use these prompts as your final check before walking into the exam hall. If you can answer them confidently and accurately, you are ready. If you struggle, focus your remaining revision time on those specific areas.

Prompt 95: Rapid Whole-Specification Sweep

Copy this prompt into your AI tool:

Act as my GCSE Geography revision tutor and conduct a rapid-fire quiz across the entire specification. Ask me 20 quick-recall questions covering all major topics: tectonic hazards, river and coastal landscapes, weather and climate, ecosystems, urbanisation, economic development, resource management, and geographical skills. Ask one question at a time, wait for my answer, tell me immediately if I am right or wrong (with the correct answer if I am wrong), and move on quickly to the

next question. At the end, tell me which topics I was weakest on so I can focus my final revision there.

What this helps you practise:

Rapid recall across the entire specification and identify weak areas for final revision.

How to use it well:

Do this prompt 2-3 days before the exam to give yourself time to revise any weak areas it reveals — if you leave it until the night before, you will not have time to address the gaps it uncovers.

Prompt 96: Case Study Confidence Drill

Copy this prompt into your AI tool:

Ask me to list every case study I need to know for my GCSE Geography exam. Then, for each case study I name, ask me to give three key facts or figures from memory — for example, specific statistics, dates, named places, or outcomes. Do this one case study at a time and wait for my answer. If I cannot recall three facts, tell me that case study needs more revision. At the end, rank my case studies from strongest to weakest based on my recall. Do not provide the facts for me — I need to test what I actually remember.

What this helps you practise:

Recall of specific case study detail and identifies which case studies need more revision.

How to use it well:

Make flashcards for any case studies where you could not recall three facts — these are your highest priority for the final days of revision.

Prompt 97: Mini Mock Simulation

Copy this prompt into your AI tool:

Give me a mini mock exam consisting of five GCSE Geography questions of different types and mark values: one 1-mark definition question, one 2-mark

description question, one 4-mark explanation question, one 6-mark question requiring developed points with evidence, and one 9-mark extended writing question with an evaluation or discussion. Present each question one at a time, wait for my answer, and then give me a mark and brief feedback before moving on. At the end, give me a total score out of 22 and identify the question types where I lost the most marks.

What this helps you practise:

Answering under simulated exam conditions across a range of question types and mark values.

How to use it well:

Time yourself: aim for about 1 minute per mark. If you are running over time on lower-mark questions, practise being more concise.

Prompt 98: Exam Readiness Diagnostic

Copy this prompt into your AI tool:

Act as my exam readiness assessor. Ask me ten targeted questions that test the areas where GCSE Geography students most commonly lose marks: precise definitions of key terms, correct use of command words, ability to give six-figure grid references, knowledge of the Spearman's rank formula, ability to name and locate case studies accurately, understanding the difference between mitigation and adaptation, distinguishing between hard and soft engineering, interpreting population pyramids, calculating interquartile range, and evaluating the effectiveness of a named strategy. Ask each one at a time and wait for my answer. At the end, give me a readiness rating out of 10 and tell me exactly what to focus on in my final hours of revision.

What this helps you practise:

The specific skills and knowledge areas where marks are most commonly lost in GCSE Geography exams.

How to use it well:

Use this prompt the day before the exam as a final diagnostic — address any gaps it reveals immediately by reviewing your notes or flashcards on those specific topics before you stop revising.

Prompt 99: Key Terms Speed Round

Copy this prompt into your AI tool:

Give me 15 key geographical terms one at a time and ask me to define each in one clear sentence. Include terms from across the specification such as: attrition, longshore drift, urbanisation, multiplier effect, desertification, sustainability, food miles, carbon footprint, choropleth map, subduction, biodiversity, deforestation, migration, regeneration, and permafrost. Wait for my definition each time and tell me immediately whether it is accurate, partially correct, or wrong. If wrong, give me the correct definition. At the end, tell me how many I got fully correct out of 15.

What this helps you practise:

Rapid, accurate recall of key geographical definitions under pressure.

How to use it well:

If you score below 12 out of 15, review your key terms list — precise definitions are tested throughout the exam paper.

Prompt 100: Last-Minute Exam Technique Checklist

Copy this prompt into your AI tool:

Ask me the following exam technique questions one at a time and check my answers: How many marks is the whole paper worth and how long do I have? How

long should I spend on a 6-mark question versus a 9-mark question? What does the command word 'assess' require that 'describe' does not? What should I do if I do not know the answer to a question? What is the most important thing to include in a case study answer? How should I structure a 9-mark evaluation answer? What does SPaG stand for and how many marks is it worth? Wait for my answer each time and correct any wrong answers. This is my final exam technique check.

What this helps you practise:

Exam technique fundamentals so they are automatic on exam day.

How to use it well:

Know these answers cold — good exam technique is worth just as many marks as good geographical knowledge, and unlike content, technique can be improved very quickly in the final days before the exam.

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 IBDP subjects.

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