

# GCSE HISTORY

## 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

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



by James R. Martin

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## How to Use This Book

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

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

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

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

GCSE History is offered by AQA, Edexcel, and OCR, and each board structures its specification differently. AQA offers period studies and thematic studies alongside a British depth study and a historic environment option. Edexcel combines thematic studies with period studies and a British depth study with a historic environment. OCR structures its course around British, European, and world history options with different period and thematic choices. Because of this, the specific topics you study — whether it is medieval England, the American West, Cold War conflicts, or health and medicine through time — will depend entirely on which board your school follows.

Despite these differences in content, the historical skills that all three boards test are remarkably similar. Every GCSE History exam requires you to analyse sources, evaluate interpretations, explain causation and consequence, assess change and continuity, and construct extended written arguments supported by precise evidence. These skills are universal across every specification and every topic option.

All three boards reward students who move beyond narrative and description to offer genuine historical analysis. They want to see you explain why things happened rather than simply telling the story, evaluate the usefulness of evidence rather than just describing what it shows, and reach substantiated judgements that weigh competing factors rather than sitting on the fence.

The prompts in this book focus on these transferable analytical skills rather than tying you to one board's content. Each prompt asks you to apply a specific skill — source evaluation, causal reasoning,

interpretation analysis, essay technique — using examples drawn from your own studied topics. This means the book works regardless of whether you are studying Edexcel's Early Elizabethan England, AQA's Conflict and Tension, or OCR's Viking Expansion.

Always check your own specification and past papers to understand exactly which question types you will face and how marks are allocated. Use these prompts to build the thinking skills that underpin every answer, then tailor your practice to the precise format your board uses.

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# Section 1

## Core Historical Knowledge and Recall

Strong historical knowledge is the foundation of every good exam answer. You cannot analyse causes if you do not know what happened, and you cannot evaluate significance if you cannot recall the key details. This section helps you build and test that essential factual base across whatever topics your specification covers.

These prompts focus on active recall — the most effective revision technique for moving facts from short-term to long-term memory. Rather than passively re-reading notes, you will be challenged to retrieve key dates, explain the roles of individuals, define terminology, and sequence events in chronological order. Each prompt is designed to expose gaps in your knowledge before the exam does.

Use these prompts regularly throughout your revision, not just at the end. Spacing out your recall practice over weeks and months is far more effective than cramming. When you get something wrong, that is valuable information — it tells you exactly where to focus next.

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### **Prompt 1: Key Date Recall Quiz**

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

*Pick one topic from my GCSE History course. I will tell you which topic I am studying. Then give me 10 key dates from that topic one at a time. For each date, ask me what happened and why it mattered. Wait for my answer before telling me if I am right and moving to the next date.*

**What this helps you practise:**

Rapid recall of key dates and their historical significance.

**How to use it well:**

Tell the AI your specific topic so it can tailor the dates, and try to give the significance as well as the event to build analytical habits.

**Prompt 2: Historical Terminology Definitions**

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

*Test me on key historical terminology used in GCSE History. Give me one term at a time from this list: causation, consequence, significance, interpretation, provenance, utility, reliability, inference, corroboration, continuity, anachronism, contemporary source, primary source, secondary source, chronology. Ask me to define each term and give a brief example of how it applies in history.*

*Wait for my answer before giving feedback.*

**What this helps you practise:**

Understanding and using specialist historical vocabulary accurately.

**How to use it well:**

Learn these terms thoroughly because examiners expect you to use them precisely in your answers.

**Prompt 3: Quick-Fire Fact Retrieval**

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

*I will tell you my GCSE History topic. Act as a quiz master and fire 15 quick-fire factual questions at me, one at a time. These should cover a mix of dates, people, places, events, and key terms. Wait for my answer to each question before moving on. At the end, give me a score out of 15 and tell me which areas I need to revise further.*

**What this helps you practise:**

Rapid factual retrieval under mild time pressure.

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

Try to answer each question within ten seconds to simulate the speed you will need in the exam.

#### **Prompt 4: Cause-and-Event Matching**

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

*I will tell you my GCSE History topic. Give me a list of 6 causes and a separate list of 6 events or outcomes. Ask me to match each cause to its correct event or outcome and explain the link between them. Wait for my answer before giving feedback on my matching and my explanations.*

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

Linking causes to their consequences with clear explanatory reasoning.

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

Focus on explaining the link between cause and consequence rather than just matching them — this is what earns marks.

#### **Prompt 5: Fill-in-the-Gaps Recall**

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

*I will tell you my GCSE History topic. Write a short summary paragraph about a key event or development from that topic but leave 8 gaps where important facts should be. Present the paragraph with numbered blanks and ask me to fill in each gap. Wait for my answer before revealing the correct answers and giving me a score.*

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

Contextual recall where facts must be placed within a broader narrative.

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

After completing the exercise, try rewriting the full paragraph from memory without any gaps to reinforce learning.

### **Prompt 6: True or False with Corrections**

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

*I will tell you my GCSE History topic. Give me 10 factual statements about that topic, some true and some false. Ask me to identify each as true or false. If I say a statement is false, ask me to correct it with the accurate information. Wait for my answer to each statement before confirming and moving on.*

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

Spotting inaccuracies and reinforcing precise factual knowledge.

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

When correcting false statements, try to give the accurate version with as much specific detail as possible.

### **Prompt 7: Key Individuals Identification**

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

*I am revising a GCSE History topic and I will tell you which one. Give me the name of a key individual from that topic and ask me to explain their role and why they were historically important. Wait for my answer, then give me feedback on whether I identified their main contribution accurately. Repeat with 5 different individuals.*

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

Linking individuals to their historical significance and contribution to events.

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

Push yourself to explain not just what the person did but why it mattered in the bigger picture.

### **Prompt 8: Chronological Sequencing Challenge**

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

*I will tell you my GCSE History topic. Give me 8 key events from that topic listed in a random, jumbled order. Ask me to put them in the correct*

*chronological sequence and briefly explain how one event led to the next. Wait for my answer before telling me the correct order and commenting on my causal links.*

**What this helps you practise:**

Chronological understanding and the ability to see how events connect over time.

**How to use it well:**

After getting the correct order, try to identify which events were causes and which were consequences of each other.

**Prompt 9: Who Said What**

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

*I will tell you my GCSE History topic. Give me 5 historically significant statements, quotations, or viewpoints associated with key individuals or groups from that topic. For each one, ask me to identify who said it or held that view, and explain why it was important at the time. Wait for my answer before giving feedback.*

**What this helps you practise:**

Connecting key viewpoints to individuals and understanding their historical context.

**How to use it well:**

Even if you cannot remember the exact words, focus on identifying the person and explaining the significance of their position.

**Prompt 10: Before and After Comparison**

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

*I will tell you my GCSE History topic. Choose a key event, reform, or development from that topic. Ask me to describe what the situation was like before it happened and what changed afterwards. Wait for my answer, then give me feedback on whether I*

*captured the key differences and identified the most important changes.*

**What this helps you practise:**

Understanding the impact of events by comparing before-and-after conditions.

**How to use it well:**

Structure your answer clearly into two halves — before and after — and try to identify both immediate and longer-term changes.

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**Prompt 11: Odd One Out**

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

*I will tell you my GCSE History topic. Give me groups of four related historical items — these could be events, people, dates, or terms. In each group, one item does not belong. Ask me to identify the odd one out and explain why it does not fit. Wait for my answer before giving feedback. Repeat this for 5 different groups.*

**What this helps you practise:**

Categorisation and understanding the connections between historical facts.

**How to use it well:**

There may be more than one defensible answer, so focus on giving a clear justification for your choice.

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**Prompt 12: Keyword Spider Diagram Prompt**

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

*I will tell you a key topic or theme from my GCSE History course. Give me one central keyword or concept from that topic and ask me to brainstorm as many connected facts, events, individuals, and terms as I can in two minutes. Wait for my answer, then tell me what I covered well and what important connections I missed.*

**What this helps you practise:**

Building connections between different pieces of knowledge within a topic.

**How to use it well:**

Set a genuine two-minute timer and write your ideas quickly — this replicates the rapid thinking needed in exams.

**Prompt 13: Topic Summary in 60 Seconds**

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

*I will tell you a specific topic from my GCSE History course. Ask me to summarise the entire topic in no more than 100 words, covering the key events, individuals, causes, and consequences. Wait for my answer, then tell me what essential information I included, what I missed, and how I could make my summary more precise.*

**What this helps you practise:**

Distilling a complex topic down to its essential elements.

**How to use it well:**

This is excellent last-minute revision — if you can summarise a topic concisely, you understand it well enough to write about it in detail.

**Prompt 14: Key Turning Points**

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

*I will tell you my GCSE History topic. Ask me to identify what I think were the three most important turning points in that topic. For each one, ask me to explain why it was a turning point and what changed as a result. Wait for my answer before discussing whether historians would agree with my choices and suggesting any turning points I may have missed.*

**What this helps you practise:**

Identifying and justifying turning points, a skill tested across all boards.

**How to use it well:**

A turning point is a moment after which things were significantly different — make sure you explain what changed, not just what happened.

**Prompt 15: Consequences Chain**

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

*I will tell you my GCSE History topic. Give me one key event from that topic and ask me to build a chain of at least four consequences, where each consequence leads to the next. Wait for my answer, then evaluate whether my chain is historically accurate and whether my causal links are convincing.*

**What this helps you practise:**

Understanding how consequences cascade and connect to further developments.

**How to use it well:**

Use connective phrases like 'this led to', 'as a result', and 'which in turn caused' to make your chain of reasoning explicit.

**Prompt 16: Cross-Topic Knowledge Links**

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

*I will tell you two different topics from my GCSE History course. Ask me to identify three connections or similarities between the two topics. These could be shared themes like power, religion, conflict, or reform. Wait for my answer, then discuss whether my connections are valid and suggest any links I may have overlooked.*

**What this helps you practise:**

Synoptic thinking and recognising patterns across different periods and themes.

**How to use it well:**

Making connections across topics deepens your

understanding and can enrich your exam answers  
with wider contextual knowledge.

## Section 2

### Source Analysis and Evaluation

Source analysis is one of the most heavily tested skills in GCSE History. Whether you are studying with AQA, Edexcel, or OCR, you will face questions that ask you to make inferences from sources, evaluate their utility or reliability, and consider what the provenance of a source tells you about its value as evidence. These are skills that apply to any source from any period.

The key to strong source work is moving beyond surface-level description. Examiners do not want you to simply say what a source shows — they want you to explain what it suggests, consider why it was produced, and assess how useful or reliable it is for a particular enquiry. The distinction between describing a source and analysing it is often the difference between a mid-range answer and a top-level one.

These prompts train you to approach sources methodically. They cover inference, provenance analysis using the NOP framework (Nature, Origin, Purpose), cross-referencing, evaluating utility and reliability, and handling visual sources. Practise them with sources from your own studied topics to build a toolkit of analytical approaches you can apply to any source in the exam.

#### **Prompt 17: Making Inferences from a Source**

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

*Give me a short written source from any historical period — it could be from a letter, speech, newspaper, diary, or government report. Ask me to make two inferences from the source and support each inference with a direct reference to the source*

*content. Wait for my answer, then tell me whether my inferences go beyond surface description and whether my supporting references are precise enough.*

**What this helps you practise:**

The skill of reading between the lines and extracting meaning beyond what is explicitly stated.

**How to use it well:**

An inference is not a description — it is something the source suggests or implies, so always explain what the source tells you rather than just what it says.

**Prompt 18: Cross-Referencing Two Sources**

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

*Give me two historical sources about the same event or topic that offer different perspectives or information. Ask me to compare what the sources say, identify points of agreement and disagreement, and explain why they might differ. I should consider the provenance of each source when explaining differences. Wait for my answer before giving feedback on the quality of my comparison and whether I used provenance effectively to explain differences.*

**What this helps you practise:**

The skill of cross-referencing sources and using provenance to explain differences.

**How to use it well:**

Do not just describe what each source says separately — actively compare them and explain why they agree or disagree.

**Prompt 19: Visual Source Interpretation**

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

*Present me with a historical visual source to me in detail — this could be a political cartoon, a*

*propaganda poster, a photograph, or a painting and ask me to describe and explain what I observe. Include details about the imagery, symbols, text, and composition. Ask me to make inferences about the message and purpose of the visual source, supporting my points with specific details from the description. Wait for my answer before giving feedback.*

**What this helps you practise:**

Interpreting visual sources, which require you to decode imagery and symbolism.

**How to use it well:**

Treat visual sources like written ones — identify specific details and explain what they suggest rather than just describing what you can see.

**Prompt 20: Contemporary vs Later Sources**

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

*Give me two sources about the same historical event — one that is contemporary (produced at the time) and one that was produced later (such as a historian's account). Ask me to compare the strengths and weaknesses of each type of source for understanding the event. I should consider how the timing of creation affects what each source can tell us. Wait for my answer before giving detailed feedback.*

**What this helps you practise:**

Understanding the difference between contemporary and later sources and the advantages of each.

**How to use it well:**

Avoid assuming contemporary sources are always better — later sources benefit from hindsight and access to more evidence.

**Prompt 21: Source Typology Strengths and Weaknesses**

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

*Give me a type of historical source — for example, a diary, an official government report, a newspaper article, a private letter, a photograph, or oral testimony. Ask me to explain the general strengths and weaknesses of this type of source as historical evidence. Then give me a specific example of this type of source and ask me to apply my general points to it. Wait for my answer before giving feedback.*

**What this helps you practise:**

Understanding how different types of sources have different strengths and limitations as evidence.

**How to use it well:**

Learn the general characteristics of different source types but always apply your points to the specific source and enquiry in the exam.

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**Prompt 22: Corroboration Exercise**

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

*Give me a historical source that makes a specific claim about an event or development. Then give me two further pieces of evidence — one that supports the claim in the first source and one that challenges it. Ask me to explain how far the additional evidence corroborates the first source and what this tells us about the reliability of the original claim. Wait for my answer before giving feedback.*

**What this helps you practise:**

The skill of corroboration — testing one source's claims against other evidence.

**How to use it well:**

When corroborating, focus on whether the substance of the claim is supported rather than whether sources use identical language.

---

**Prompt 23: Audience and Purpose Impact**

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

*Give me a historical source where the intended audience and purpose clearly shape the content — for example, a speech to parliament, a private diary entry, a propaganda leaflet, or a report to a superior. Ask me to explain how the intended audience and purpose affect what the source says and does not say, and how this impacts its value as evidence. Wait for my answer before giving feedback.*

**What this helps you practise:**

Understanding how audience and purpose shape the content and tone of historical sources.

**How to use it well:**

Always ask yourself: who was this created for, and what was the creator trying to achieve? This will unlock deeper analysis.

**Prompt 24: Source as Evidence of Attitudes**

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

*Give me a historical source that reveals the attitudes, values, or beliefs of the person or group who created it. Ask me to explain what attitudes the source reveals and how these reflect the wider social, political, or cultural context of the time. Wait for my answer, then give feedback on whether I connected the individual attitudes to the broader historical context effectively.*

**What this helps you practise:**

Using sources as windows into the mentalities and attitudes of people in the past.

**How to use it well:**

Sources are not just about what happened — they reveal how people thought, and explaining this demonstrates sophisticated historical thinking.

**Prompt 25: Challenging a Source's Claims**

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

*Give me a historical source that presents a clear viewpoint or argument about an event or development. Ask me to use my own knowledge to challenge or question the claims made in the source. I should identify what the source argues, explain what it gets right, and use specific historical evidence to challenge any claims that are misleading, exaggerated, or incomplete. Wait for my answer before giving feedback.*

**What this helps you practise:**

Using own knowledge to interrogate and challenge source claims, a key skill for top marks.

**How to use it well:**

The strongest answers combine what the source says with what you know to reach a balanced evaluation of its accuracy.

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**Prompt 26: Provenance Analysis Using NOP**

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

*Give me a historical source with clear provenance details — tell me who wrote or created it, when, where, and for what purpose. Ask me to analyse the provenance using the NOP framework: Nature (what type of source is it), Origin (who created it and when), and Purpose (why was it created and for what audience). Ask me to explain how each element of NOP affects the value of the source as evidence. Wait for my answer before giving feedback.*

**What this helps you practise:**

Systematic provenance analysis using the NOP framework that examiners look for.

**How to use it well:**

Always link your NOP analysis to the specific enquiry question — provenance only matters in relation to what you are trying to find out.

## **Prompt 27: Evaluating the Utility of a Source**

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

*Give me a historical source and a specific enquiry question. Ask me to evaluate how useful the source is for answering that enquiry. I should consider the content of the source and its provenance, and I should explain both what makes it useful and what its limitations are. Wait for my answer, then give me feedback on whether I balanced content and provenance effectively and whether I avoided simply listing what the source does and does not tell me.*

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

Evaluating utility, one of the most common source question types across all boards.

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

Never say a source is not useful — every source has some value. Focus on explaining what it is useful for and what limits its usefulness.

## **Prompt 28: Assessing Reliability**

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

*Give me a historical source where reliability could be questioned — for example, a propaganda poster, a politician's speech, or a memoir written years after events. Ask me to assess how reliable the source is as evidence for a given enquiry. I should consider who created it, why, the context in which it was produced, and whether bias makes it more or less valuable. Wait for my answer and then give me feedback, particularly on whether I avoided the trap of dismissing a biased source as unreliable.*

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

Assessing reliability while understanding that bias does not automatically make a source unreliable.

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

Remember that a biased source is still useful — it

reliably tells you about the views, intentions, or propaganda of its creator.

### **Prompt 29: Limitations of Evidence**

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

*Give me a historical source and an enquiry question. Ask me to identify the limitations of this source as evidence for answering the enquiry. I should consider what the source does not tell me, what other types of evidence I would need, and whether the provenance creates any limitations. Wait for my answer, then evaluate whether I identified genuine limitations rather than just saying the source is biased or one-sided.*

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

Identifying specific limitations rather than making vague criticisms of sources.

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

Be specific about what is missing — instead of saying a source is limited, explain exactly what information or perspective it lacks and why that matters.

### **Prompt 30: Tone and Language Analysis**

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

*Give me a historical source with a distinctive tone — it could be emotional, measured, exaggerated, formal, or dismissive. Ask me to identify the tone of the source, find specific words or phrases that reveal this tone, and explain what the tone tells us about the author's attitude and purpose. Wait for my answer before giving feedback on whether I used specific textual evidence effectively.*

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

Close reading of sources and using the language itself as evidence for analysis.

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

Quoting specific words or phrases from the source

and explaining their effect is a powerful analytical technique that impresses examiners.

## Section 3

### Historical Interpretations

Interpretations questions ask you to engage with how and why historians, writers, and commentators have understood the past differently. This goes beyond source analysis — it requires you to think about the reasons behind competing accounts of the same events. All GCSE boards test this skill, though the question formats vary.

Understanding interpretations means recognising that history is not a fixed story but a series of arguments constructed from evidence. Historians disagree because they emphasise different factors, use different methodologies, write for different purposes, or have access to different evidence. Your job is to explain these differences, not simply describe what each interpretation says.

These prompts help you practise identifying, comparing, and evaluating interpretations. They train you to explain why interpretations differ and to assess how convincing they are based on the evidence available. This is one of the areas where students often lose marks by slipping into description, so the prompts are designed to push you towards genuine analytical engagement.

#### **Prompt 31: Identifying Different Interpretations** **Copy this prompt into your AI tool:**

*Give me two short historical interpretations of the same event or development — these could be by historians, journalists, or commentators writing at different times or from different perspectives. Ask me to identify the main argument of each interpretation and explain what is different about*

*them. Wait for my answer before giving feedback on whether I identified the core arguments accurately.*

**What this helps you practise:**

Identifying the main argument in an interpretation rather than just describing its content.

**How to use it well:**

Focus on what each interpretation argues or concludes, not just what information it includes — the argument is the interpretation.

---

**Prompt 32: Explaining Why Interpretations Differ**

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

*Give me two contrasting historical interpretations of the same event. Ask me to explain why these interpretations differ. I should consider whether the difference is due to emphasis on different factors, different available evidence, different methodology, different political or cultural context, or different purpose. Wait for my answer and give feedback on whether I explained the reasons for the difference rather than just describing the difference.*

**What this helps you practise:**

Explaining the reasons behind interpretive disagreement, which is what earns the highest marks.

**How to use it well:**

Use specific reasons — do not just say they disagree, explain whether it is because of emphasis, evidence, methodology, or context.

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**Prompt 33: The Role of Emphasis in Interpretations**

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

*Give me a historical event that has multiple causes or consequences. Present two interpretations that each emphasise different factors — for example, one*

*might stress economic causes while the other stresses political causes. Ask me to explain how the difference in emphasis leads to different conclusions and which emphasis I find more convincing. Wait for my answer before giving feedback.*

**What this helps you practise:**

Understanding that emphasis on different factors is one of the main reasons interpretations differ.

**How to use it well:**

In your exam, showing that you understand how emphasis shapes an interpretation demonstrates sophisticated historical thinking.

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**Prompt 34: When and Why Interpretations Change Over Time**

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

*Choose a historical event or individual whose reputation or historical assessment has changed over time. Ask me to explain why interpretations of this event or individual might have changed, considering factors such as new evidence becoming available, changing social values, different political contexts, or new methodological approaches. Wait for my answer before giving detailed feedback.*

**What this helps you practise:**

Understanding that interpretations are shaped by the time in which they are written.

**How to use it well:**

Think about how the historian's own context — when and where they were writing — influences what questions they ask and what conclusions they reach.

---

**Prompt 35: Purpose Behind an Interpretation**

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

*Give me a historical interpretation and tell me who created it and in what context — for example, a school textbook, an academic article, a popular*

*history book, a documentary, or a political speech. Ask me to explain how the purpose and audience of the interpretation might have shaped its content and argument. Wait for my answer, then give me feedback on whether I connected purpose to content effectively.*

**What this helps you practise:**

Understanding how the purpose of an interpretation influences its argument and evidence selection.

**How to use it well:**

Consider who the interpretation was written for and what it was trying to achieve — a textbook summary differs from a revisionist academic argument.

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**Prompt 36: Interpretation vs Source Distinction**

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

*Give me one historical source (a piece of evidence from the time) and one historical interpretation (a later account or analysis). Ask me to explain the difference between the two and why historians treat sources and interpretations differently. Then ask me what questions I would ask of the source compared to the interpretation. Wait for my answer before giving feedback.*

**What this helps you practise:**

Distinguishing between sources and interpretations, a common area of confusion.

**How to use it well:**

Remember: a source is evidence from or about the past; an interpretation is someone's argument about what happened and why.

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**Prompt 37: Comparing Historians' Methods**

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

*Give me two interpretations of a historical event where the historians have used different types of evidence or different approaches — for example, one*

*uses statistical data while the other uses personal testimony, or one takes a top-down political approach while the other takes a bottom-up social approach. Ask me to explain how the different methods lead to different conclusions. Wait for my answer before giving feedback.*

**What this helps you practise:**

Understanding how methodology affects interpretations and conclusions.

**How to use it well:**

Being able to discuss how a historian's approach shapes their findings shows the examiner you understand how history is constructed.

**Prompt 38: Writing My Own Counter-Interpretation**

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

*Give me a historical interpretation that takes a clear position on an event or development. Ask me to write a short counter-interpretation that argues the opposite position, using specific historical evidence to support my alternative argument. Wait for my answer, then give feedback on whether my counter-interpretation is well-evidenced and historically plausible.*

**What this helps you practise:**

Constructing alternative arguments and understanding that multiple valid interpretations can exist.

**How to use it well:**

Constructing a counter-argument is one of the best ways to prepare for 'how far do you agree' questions.

**Prompt 39: Selecting Evidence to Support an Interpretation**

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

*Give me a historical interpretation and then provide me with a list of 8 pieces of evidence, some of which support the interpretation and some of which challenge it. Ask me to sort the evidence into supporting and challenging categories and explain which piece of evidence I think most strongly supports or undermines the interpretation. Wait for my answer before giving feedback on my selection and reasoning.*

**What this helps you practise:**

Selecting and deploying evidence in relation to an interpretive argument.

**How to use it well:**

In the exam, you need to be selective with evidence — using the most relevant and powerful pieces rather than listing everything you know.

**Prompt 40: Evaluating an Interpretation with Evidence**

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

*Give me a historical interpretation that makes a clear argument about an event, individual, or development. Ask me to evaluate how convincing this interpretation is by using specific historical evidence to support and challenge it. I should reach a judgement about how far I agree with the interpretation. Wait for my answer, then give feedback on whether I used evidence effectively and reached a substantiated judgement.*

**What this helps you practise:**

Using own knowledge to evaluate interpretations, a skill required for the highest marks.

**How to use it well:**

Your evidence must be specific — vague references will not convince the examiner that you can properly test an interpretation.

## Section 4

### Causation and Consequence

Causation and consequence questions appear in every GCSE History exam, regardless of board or topic. They ask you to explain why events happened, categorise and prioritise the factors involved, and assess the results and impact of key developments. Moving from description to causal explanation is one of the most important skills you can develop.

Strong causal reasoning involves more than listing causes. It requires you to categorise causes into types (political, economic, social, religious, military), distinguish between long-term, short-term, and trigger causes, explain how causes link together, and make a judgement about which factor was most important. The same analytical approach applies to consequences — you need to explain how and why events led to particular outcomes.

These prompts are designed to build all of these causal reasoning skills using examples from your own studied topics. They train you to think in terms of explanation rather than narrative, which is the single most important shift you can make to improve your History grade.

#### **Prompt 41: Categorising Causes**

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

*I will tell you a key event from my GCSE History course. Give me a list of 6 causes of that event. Ask me to categorise each cause as political, economic, social, religious, or military, and to explain briefly why I placed it in that category. Wait for my answer, then give feedback on whether my categorisation is accurate and my explanations are clear.*

**What this helps you practise:**

Categorising causes into types, which is essential for structured causal analysis.

**How to use it well:**

Some causes may fit more than one category — that is fine, but explain your reasoning for the category you choose.

**Prompt 42: Long-Term, Short-Term, and Trigger Causes**

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

*I will tell you a key event from my GCSE History course. Ask me to identify at least one long-term cause, one short-term cause, and one trigger cause of that event. For each one, ask me to explain why it fits that classification and how it contributed to the event happening. Wait for my answer before giving feedback on my classifications and explanations.*

**What this helps you practise:**

Distinguishing between different timescales of causation.

**How to use it well:**

Long-term causes create the conditions, short-term causes build the pressure, and triggers spark the event — explain these relationships.

**Prompt 43: Explaining How Causes Link Together**

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

*I will tell you a key event from my GCSE History course. Give me three causes of that event. Ask me to explain how these three causes are connected to each other — how one cause might have made another worse, or how they combined to make the event inevitable. Wait for my answer, then give feedback on whether I showed genuine linkage rather than just describing each cause separately.*

**What this helps you practise:**

Showing how causes interact and reinforce each other, which demonstrates sophisticated analysis.

**How to use it well:**

Use linking phrases like 'this was made worse by', 'combined with', 'this meant that' to show examiners you understand how causes work together.

**Prompt 44: Explaining Consequences**

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

*I will tell you a key event from my GCSE History course. Ask me to explain three significant consequences of that event. For each consequence, I should explain not just what happened afterwards but why the event caused that outcome. Wait for my answer, then give feedback on whether I explained the link between event and consequence rather than just describing what happened next.*

**What this helps you practise:**

Explaining consequences with clear causal reasoning rather than narrative.

**How to use it well:**

The key word is 'because' — every consequence should be explained with a 'because' that links it back to the original event.

**Prompt 45: Intended vs Unintended Consequences**

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

*I will tell you about a key decision, reform, or action from my GCSE History course. Ask me to identify at least one intended consequence and one unintended consequence of that decision. For each, I should explain what the decision-makers hoped would happen, what actually happened, and why the outcome was different from what was expected. Wait for my answer before giving feedback.*

**What this helps you practise:**

Distinguishing between intended and unintended consequences, showing deeper understanding of how events unfold.

**How to use it well:**

Explaining unintended consequences shows the examiner you understand that historical actors did not always control the outcomes of their decisions.

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**Prompt 46: Counter-Factual Causal Test**

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

*I will tell you a key event from my GCSE History course. Give me one cause and ask me to consider: if this cause had not existed, would the event still have happened? Ask me to explain my reasoning and use this counter-factual test to assess how important that cause really was. Wait for my answer, then give feedback on my reasoning and suggest whether this was genuinely a necessary cause or just a contributing one.*

**What this helps you practise:**

Testing the importance of causes by considering whether events would still have occurred without them.

**How to use it well:**

Counter-factual thinking is a useful tool for judgement paragraphs — if you can argue an event could not have happened without a particular cause, that supports its importance.

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**Prompt 47: The Role of Individuals vs Circumstances**

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

*I will tell you about a key event from my GCSE History course. Ask me to explain the role that specific individuals played in causing or shaping the event, and then ask me to explain the wider*

*circumstances or conditions that made the event possible. Finally, ask me to judge whether individuals or circumstances were more important. Wait for my answer before giving feedback on my judgement.*

**What this helps you practise:**

Weighing the role of individuals against broader structural or circumstantial factors in causation.

**How to use it well:**

This mirrors a common exam question format — always consider both agency and circumstances and make a clear judgement between them.

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**Prompt 48: Short-Term vs Long-Term Consequences**

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

*I will tell you a key event from my GCSE History course. Ask me to identify at least two short-term consequences and two long-term consequences of the event. For each, I should explain when the consequence was felt and why it took that length of time to develop. Wait for my answer, then give feedback on whether I distinguished the timescales effectively and explained the differences clearly.*

**What this helps you practise:**

Understanding how consequences operate over different timescales.

**How to use it well:**

Some consequences are felt immediately while others take years or decades to become apparent — explaining this difference shows strong analytical understanding.

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**Prompt 49: Consequences for Different Groups**

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

*I will tell you a key event or development from my GCSE History course. Ask me to explain how this*

*event affected at least three different groups of people differently — for example, different social classes, genders, ethnic groups, or political factions. Wait for my answer, then give feedback on whether I showed that consequences are not the same for everyone and whether I supported my points with specific evidence.*

**What this helps you practise:**

Understanding that consequences affect different groups in different ways, showing nuanced historical understanding.

**How to use it well:**

Showing that an event had different impacts on different groups demonstrates to the examiner that you can think beyond a single narrative.

**Prompt 50: Prioritising Causes**

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

*I will tell you a key event from my GCSE History course. Give me 5 causes of that event. Ask me to rank them from most important to least important and to justify my ranking by explaining why I think my top cause was more significant than the others. Wait for my answer, then challenge my ranking by presenting an argument for a different cause being most important. Ask me to respond to that challenge.*

**What this helps you practise:**

Making and defending causal judgements, which is required for the highest marks.

**How to use it well:**

Use criteria to justify your ranking — a cause might be most important because without it the event would not have happened, or because it affected the most people.

**Prompt 51: Cause and Consequence Chain**

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

*I will tell you my GCSE History topic. Choose one development from that topic. Ask me to build a chain where one cause leads to an event, which becomes the cause of the next event, and so on for at least five links. Wait for my answer, then evaluate whether each link in my chain is historically accurate and whether my causal connections are convincing.*

**What this helps you practise:**

Seeing how events create chain reactions where consequences become causes of further developments.

**How to use it well:**

This exercise is particularly useful for thematic studies where you need to trace developments over a long period.

**Prompt 52: Multi-Factor Causal Explanation**

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

*I will tell you a key event from my GCSE History course. Ask me to write a paragraph explaining why this event happened, using at least three different causes and showing how they are connected. I should categorise the causes and reach a judgement about which was most important. Wait for my answer, then give me feedback on my explanation, focusing on whether I explained rather than described and whether my judgement was substantiated.*

**What this helps you practise:**

Writing a causal explanation that combines multiple factors into a coherent argument.

**How to use it well:**

This mirrors the structure of a strong exam answer — present multiple causes, link them, and make a clear judgement about relative importance.



## Section 5

### Change, Continuity, and Significance

Questions about change, continuity, and significance ask you to stand back from individual events and assess broader patterns over time. How much did things actually change? What stayed the same despite dramatic events? How quickly did change happen, and what made some events more significant than others? These are fundamental questions that every GCSE board tests.

Students often struggle with continuity because it feels less dramatic than change — but showing that some things remained the same despite upheaval is just as analytical as identifying change. Similarly, measuring significance requires clear criteria rather than vague claims that something was important. The best answers use specific evidence to support judgements about the pace, extent, and impact of change.

These prompts train you to think comparatively across time periods and to develop judgements about significance that go beyond simply calling something important. They work with any topic on any specification because the analytical framework is the same whether you are assessing change in medicine, power, religion, or conflict.

#### **Prompt 53: Identifying Change and Continuity**

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

*I will tell you a specific period or theme from my GCSE History course. Ask me to identify three things that changed during that period and three things that stayed the same. For each, I should explain the nature of the change or continuity and provide specific evidence. Wait for my answer, then*

*give feedback on whether I identified genuine changes and continuities rather than just describing events.*

**What this helps you practise:**

The fundamental skill of distinguishing between change and continuity within a studied period.

**How to use it well:**

Continuity can be just as important as change — showing what stayed the same demonstrates that you understand the limits of historical change.

**Prompt 54: Comparing Significance of Two Events**

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

*I will tell you about two events or developments from my GCSE History course. Ask me to compare their historical significance and argue which one was more significant overall. I should use specific criteria for significance and support my argument with evidence. Wait for my answer, then challenge my judgement by presenting a case for the other event being more significant. Ask me to respond.*

**What this helps you practise:**

Making comparative judgements about significance and defending those judgements under challenge.

**How to use it well:**

Being able to argue for both sides and then make a final judgement is exactly what examiners want in a top-level answer.

**Prompt 55: Change for Different Groups**

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

*I will tell you about a period of change from my GCSE History course. Ask me to explain how the extent of change varied for different groups of people during this period. Did some groups experience more change than others? Did some*

*experience change earlier or later? Were there groups for whom things did not change at all? Wait for my answer, then give feedback on whether I showed nuanced understanding of how change affects different people differently.*

**What this helps you practise:**

Understanding that change is not uniform and different groups experience it differently.

**How to use it well:**

Showing that change varied by group demonstrates sophistication and avoids the trap of generalising about entire societies.

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**Prompt 56: Continuity Despite Dramatic Events**

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

*I will tell you about a dramatic event or upheaval from my GCSE History course — a revolution, a major reform, a war, or a crisis. Ask me to identify aspects of life, society, or government that remained largely unchanged despite this dramatic event. I should explain why these continuities persisted and what this tells us about the limits of change. Wait for my answer before giving feedback.*

**What this helps you practise:**

Recognising continuity even amid dramatic change, which is a higher-order analytical skill.

**How to use it well:**

The best answers do not just celebrate dramatic change — they also show what did not change and explain why.

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**Prompt 57: Significance Then vs Now**

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

*I will tell you about an event or individual from my GCSE History course. Ask me to consider whether this event or individual was seen as significant at the time it happened and whether historians today*

*consider it significant. I should explore whether the perceived significance has changed over time and why. Wait for my answer before giving feedback.*

**What this helps you practise:**

Understanding that significance is constructed and can change over time.

**How to use it well:**

Some events were seen as unimportant at the time but are now viewed as significant, and vice versa — exploring this contrast is analytically powerful.

**Prompt 58: Thematic Change Over a Long Period**

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

*I will tell you a theme from my GCSE History course — for example, changes in health, power, rights, or warfare. Ask me to identify the three most significant moments of change within that theme and explain how each one built on or reacted against what came before. I should show an overall pattern or trend across the period. Wait for my answer, then give feedback on whether I identified a clear pattern and linked the moments of change effectively.*

**What this helps you practise:**

Tracing thematic change across a long chronological period, as required in thematic studies.

**How to use it well:**

Look for the overall direction of travel — is there a clear trend, or does change go back and forth?  
Explaining the pattern is what matters.

**Prompt 59: Pace of Change Assessment**

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

*I will tell you about a development or reform from my GCSE History course. Ask me to assess the pace of change — was it rapid or gradual? Was it steady or did it happen in sudden bursts? I should use*

*specific dates and evidence to support my assessment. Wait for my answer, then give feedback on whether I supported my assessment with precise chronological evidence.*

**What this helps you practise:**

Assessing the speed and pattern of change, which adds sophistication to answers.

**How to use it well:**

Use specific dates to show when change accelerated or slowed down — this makes your answer precise rather than vague.

**Prompt 60: Identifying a Turning Point**

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

*I will tell you a topic from my GCSE History course. Ask me to identify what I think was the most important turning point in that topic. I should explain what the situation was like before the turning point, what happened, and how things were different afterwards. Then ask me to justify why this moment was more of a turning point than any other moment. Wait for my answer before giving feedback.*

**What this helps you practise:**

Identifying and justifying turning points with clear before-and-after analysis.

**How to use it well:**

A turning point must show that things were significantly different afterwards — if the change was minor, it is not a genuine turning point.

**Prompt 61: Measuring Historical Significance**

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

*I will tell you about a key event, individual, or development from my GCSE History course. Ask me to assess how historically significant it was using these criteria: how many people were affected, how long-lasting were the effects, how much did it*

*change things, did it lead to further significant developments, and was it considered important at the time or only later? Wait for my answer, then give feedback on whether I used the criteria effectively to reach a judgement.*

**What this helps you practise:**

Applying clear criteria to measure significance rather than making unsupported claims about importance.

**How to use it well:**

Using criteria gives your answer structure and makes your judgement about significance convincing and evidence-based.

**Prompt 62: Progress or Regression**

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

*I will tell you about a development or period from my GCSE History course. Ask me to assess whether this development represented progress or regression — did things improve or get worse? I should consider progress and regression for different groups, acknowledge that what counts as progress is subjective, and avoid applying modern values uncritically. Wait for my answer before giving feedback.*

**What this helps you practise:**

Making evaluative judgements about direction of change while avoiding presentism.

**How to use it well:**

Be careful about judging the past by modern standards — always consider what people at the time would have considered progress.

## Section 6

### Fixing Common Mistakes and Misconceptions

Even capable students lose marks through common errors that are easy to fix once you recognise them. This section targets the most frequent mistakes that GCSE History examiners report seeing year after year. These include writing narrative instead of analysis, describing a source without evaluating it, making assertions without evidence, and applying modern values to past events.

Many of these mistakes come from misunderstanding what the question is really asking. When a question says 'explain', it does not want a story — it wants reasons and analysis. When it asks about the 'utility' of a source, it does not want a description of the source — it wants an evaluation of its value as evidence. Understanding these distinctions is often the fastest way to improve your grade.

These prompts are designed to help you diagnose and correct specific weaknesses in your exam technique. They work by presenting you with flawed answers to identify and improve, or by testing whether you fall into common traps. Treat them as a diagnostic tool — once you can spot these mistakes, you are far less likely to make them yourself.

#### **Prompt 63: Assertion Without Evidence Trap**

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

*Give me a GCSE History question. Then give me a sample answer that makes three bold historical claims but does not support any of them with specific evidence. Ask me to identify the unsupported assertions and rewrite the answer with specific evidence to back up each claim. Wait for my*

*answer, then give feedback on whether my evidence is specific enough and properly supports the claims.*

**What this helps you practise:**

Supporting every claim with specific evidence, which is essential for higher marks.

**How to use it well:**

A useful rule: for every point you make, you need a specific example, date, statistic, or piece of evidence to prove it.

**Prompt 64: Vague Language Sharpening**

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

*Give me a sample GCSE History answer that is weakened by vague language — phrases like 'this was very important', 'lots of people', 'things changed a lot', 'it had a big impact'. Ask me to identify every vague phrase and replace each one with precise historical language supported by specific evidence. Wait for my answer, then give feedback on whether my revised version is sharper and more convincing.*

**What this helps you practise:**

Replacing vague generalisations with precise, evidence-based historical language.

**How to use it well:**

Every time you write 'a lot' or 'very important', stop and ask yourself: how many? Why was it important? What specifically changed?

**Prompt 65: Description vs Explanation Fix**

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

*Give me a GCSE History question that requires explanation. Then give me a sample answer that is purely descriptive — it tells me what happened but does not explain why. Ask me to rewrite the answer so that it explains rather than describes, using causal language and reasoning. Wait for my answer, then compare my improved version with the original*

*and tell me if I have successfully moved from description to explanation.*

**What this helps you practise:**

Converting descriptive writing into genuine explanation, which is essential for marks.

**How to use it well:**

Check every sentence in your answer for a 'because' or 'this was significant because' — if your sentences only tell what, you need to add why.

**Prompt 66: Avoiding Presentism and Hindsight**

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

*Give me a historical scenario and ask me to explain the actions of people in the past. After I answer, tell me whether I have fallen into the trap of presentism — judging past people by modern standards or using hindsight to criticise decisions that seemed reasonable at the time. If I have, explain what presentism is and help me rewrite my answer to show empathy with the historical context without losing analytical rigour. Wait for my answer before diagnosing.*

**What this helps you practise:**

Avoiding presentism and understanding people in the context of their own time.

**How to use it well:**

Always consider what people at the time knew, believed, and valued — judging them by modern standards is historically inaccurate.

**Prompt 67: Confusing Source and Interpretation**

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

*Give me three items: two historical sources from the period being studied and one historical interpretation written by a later historian. Ask me to correctly identify which are sources and which is an*

*interpretation, and explain how I can tell the difference. Then ask me to explain what different questions a historian would ask of a source compared to an interpretation. Wait for my answer before giving feedback.*

**What this helps you practise:**

Distinguishing sources from interpretations, a confusion that leads students to use the wrong analytical approach.

**How to use it well:**

Sources are evidence from the past that we interrogate for what they reveal; interpretations are arguments about the past that we evaluate for how convincing they are.

**Prompt 68: Staying Relevant to the Question**

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

*Give me a specific GCSE History question and a sample answer that includes some relevant material but also drifts off-topic with information that does not help answer the question. Ask me to identify which parts of the answer are relevant and which are irrelevant, and explain why the irrelevant parts do not earn marks. Wait for my answer before giving feedback.*

**What this helps you practise:**

Identifying and eliminating irrelevant material that wastes time and does not earn marks.

**How to use it well:**

Before writing each paragraph, ask yourself: does this directly help answer the question? If not, leave it out no matter how well you know it.

**Prompt 69: Narrative vs Analysis Diagnostic**

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

*Give me a GCSE History question that asks me to explain why something happened. I will write a short*

*answer. After I submit my answer, tell me honestly whether I have written a narrative (telling the story of what happened) or an analysis (explaining why it happened with clear causal reasoning). If my answer is too narrative, show me how to turn my narrative sentences into analytical ones. Wait for my answer before giving any feedback.*

**What this helps you practise:**

Distinguishing between narrative and analysis, the most common reason students underperform.

**How to use it well:**

If the AI tells you your answer is narrative, look at your sentences — if they use 'and then' or 'next' instead of 'because' and 'this meant that', that is the problem.

**Prompt 70: Missing Provenance in Source Answers**

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

*Give me a source-based GCSE History question about utility or reliability. Then give me a sample answer that only discusses the content of the source and completely ignores the provenance. Ask me to identify what is missing and rewrite the answer to include proper provenance analysis using NOP — Nature, Origin, and Purpose. Wait for my answer before giving feedback on whether I integrated provenance effectively.*

**What this helps you practise:**

Remembering to include provenance analysis in source evaluation questions.

**How to use it well:**

A top-level source answer always combines what the source says with who created it, when, and why — you need both content and provenance.

**Prompt 71: Fixing One-Sided Arguments**

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

*Give me a GCSE History question that asks 'how far do you agree' or 'assess' or 'evaluate'. Then give me a sample answer that only argues one side without acknowledging the counter-argument. Ask me to identify what is wrong with the answer and add a counter-argument with evidence. Wait for my answer, then give feedback on whether my counter-argument is genuine rather than token.*

**What this helps you practise:**

Writing balanced arguments that consider both sides before reaching a judgement.

**How to use it well:**

A one-sided answer cannot reach the top marks — you must show the examiner that you can see both sides and then choose which is more convincing.

**Prompt 72: Weak Conclusion Strengthening**

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

*Give me a GCSE History essay question and a sample answer that has a strong argument in the main paragraphs but a weak, vague conclusion that simply repeats earlier points without reaching a clear judgement. Ask me to rewrite the conclusion so that it reaches a substantiated overall judgement that directly answers the question. Wait for my answer, then give me feedback on whether my conclusion makes a clear, evidence-based judgement.*

**What this helps you practise:**

Writing strong conclusions that reach a genuine judgement rather than just summarising.

**How to use it well:**

Your conclusion should answer the question directly and explain which factor, side, or argument you find most convincing and why.

## Section 7

### Extended Writing and Exam Technique

Extended writing questions carry the most marks on every GCSE History paper, and strong exam technique is what separates competent answers from excellent ones. Whether you are facing a 12-mark explanation question, a 16-mark essay with a judgement, or a structured source response, the way you organise and present your argument matters as much as what you know.

This section focuses on the practical skills of structuring essays, deploying evidence effectively, writing analytically from start to finish, and responding precisely to command words. It also covers common structural frameworks like PEEL (Point, Evidence, Explain, Link) and techniques for writing balanced arguments that reach substantiated judgements.

These prompts give you the opportunity to practise the mechanics of exam writing in a low-stakes environment. Use them to build confidence with essay structure so that in the actual exam, you can focus on the history rather than worrying about how to organise your answer.

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#### **Prompt 73: Structuring a 12-Mark Explanation** **Copy this prompt into your AI tool:**

*Give me a typical GCSE History 12-mark 'explain' question from any topic. Ask me to plan my answer by identifying three causes, reasons, or factors I would discuss, putting them in a logical order, and briefly noting the evidence I would use for each.*

*Wait for my answer, then give me feedback on whether my plan is structured effectively, whether my points are genuinely analytical rather than*

*descriptive, and whether my evidence is specific enough.*

**What this helps you practise:**

Planning structured 12-mark answers that move beyond narrative to genuine explanation.

**How to use it well:**

Spend two to three minutes planning before you write in the exam — a quick plan prevents waffle and keeps your answer focused.

**Prompt 74: Deploying Evidence Effectively**

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

*Give me a GCSE History question and ask me to write a paragraph that includes at least three pieces of specific evidence. After I submit my answer, evaluate how effectively I deployed my evidence. Did I just list facts, or did I use each piece of evidence to support a specific analytical point? Did I explain the significance of each piece of evidence? Wait for my answer before giving feedback.*

**What this helps you practise:**

Using evidence to support arguments rather than listing facts without purpose.

**How to use it well:**

Every piece of evidence should serve your argument — if you cannot explain how it helps answer the question, leave it out.

**Prompt 75: Linking Paragraphs Together**

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

*Give me a GCSE History essay question and three separate analytical points I might make. Ask me to write the first sentence of each paragraph so that it links to the previous point while introducing the new one. I should use connective language that shows how the paragraphs relate to each other. Wait for my answer, then give feedback on whether my*

*linking sentences create a flowing, connected argument.*

**What this helps you practise:**

Creating a coherent, flowing argument rather than writing disconnected paragraphs.

**How to use it well:**

Good linking sentences use phrases like 'however', 'more importantly', 'while X was significant, Y was arguably more important because' to build a developing argument.

**Prompt 76: Time Management Simulation**

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

*Give me a GCSE History essay question and tell me I have 20 minutes to complete it. Ask me to tell you how I would allocate my time across planning, writing my introduction, writing my main paragraphs, and writing my conclusion. Then ask me to write a quick plan and one full paragraph within that time. Wait for my answer, then give feedback on whether my time allocation is realistic and whether my paragraph is focused enough to be achievable in the time available.*

**What this helps you practise:**

Allocating time effectively under exam conditions.

**How to use it well:**

Practise writing to time regularly — the exam will not wait for you, and a planned, focused answer always beats an unplanned, rushed one.

**Prompt 77: Answering All Parts of the Question**

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

*Give me a GCSE History question that has multiple elements — for example, a question that asks you to explain causes and then reach a judgement about the most important cause. Ask me to identify every separate demand in the question. Then ask me to*

*explain how I would make sure I addressed each demand fully in my answer. Wait for my answer, then give feedback on whether I correctly identified all parts of the question.*

**What this helps you practise:**

Reading questions carefully to make sure you address every demand and do not miss parts.

**How to use it well:**

Underline the key demands in the question before you start writing — many students lose marks by answering only part of what was asked.

**Prompt 78: Building a PEEL Paragraph**

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

*Give me a GCSE History essay question. Ask me to write one PEEL paragraph — making a clear Point, supporting it with specific Evidence, Explaining how the evidence supports my point, and Linking back to the question. Wait for my answer, then evaluate each element of my PEEL paragraph separately and tell me which elements are strong and which need improvement.*

**What this helps you practise:**

The PEEL paragraph structure that forms the building block of strong History essays.

**How to use it well:**

The Explain step is where most students lose marks — make sure you do not just quote evidence but explain what it proves and why it matters.

**Prompt 79: Writing a 16-Mark Essay Plan**

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

*Give me a typical GCSE History 16-mark essay question that requires a judgement — for example, a 'how far do you agree' or 'how important was' question. Ask me to create a full essay plan including: an opening position, at least two*

*paragraphs supporting one side, at least one paragraph presenting the counter-argument, and a conclusion that reaches a clear judgement. Wait for my answer, then give feedback on the balance and structure of my plan.*

**What this helps you practise:**

Planning balanced essays that reach a substantiated judgement.

**How to use it well:**

Your plan should show clear awareness of both sides of the argument and indicate which side your overall judgement supports.

**Prompt 80: Command Word Precision Practice**

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

*Give me six GCSE History questions, each using a different command word: describe, explain, assess, evaluate, how far do you agree, and how useful. For each question, ask me to explain what the command word requires me to do differently. Wait for my answer, then tell me if I correctly understood the demands of each command word and correct any misunderstandings.*

**What this helps you practise:**

Understanding what each command word demands so you answer the right question in the exam.

**How to use it well:**

Misreading the command word is one of the fastest ways to lose marks — learn the difference between describe and explain, and between assess and evaluate.

**Prompt 81: Writing an Effective Introduction**

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

*Give me a GCSE History essay question that asks me to make a judgement. Ask me to write an introduction that establishes my overall argument,*

*identifies the key factors I will discuss, and signals the direction of my judgement without giving everything away. Wait for my answer, then give feedback on whether my introduction sets up the essay effectively and makes my line of argument clear.*

**What this helps you practise:**

Writing introductions that establish a clear argument from the outset.

**How to use it well:**

A good introduction tells the examiner what you are going to argue — it acts as a roadmap for your essay.

**Prompt 82: Writing a Substantiated Conclusion**

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

*Give me a GCSE History essay question and provide me with brief summaries of three arguments I might have made in my essay — two supporting one side and one counter-argument. Ask me to write a conclusion that weighs these arguments, reaches a clear overall judgement, and supports that judgement with a final piece of reasoning. Wait for my answer, then give feedback on whether my conclusion is substantiated rather than just a summary.*

**What this helps you practise:**

Writing conclusions that make a genuine judgement rather than sitting on the fence.

**How to use it well:**

Your conclusion must answer the question directly — if the question asks how far you agree, say clearly how far and why.

**Prompt 83: Counter-Argument Technique**

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

*Give me a GCSE History essay question where I need to reach a judgement. I will tell you the side I*

*want to argue. Then ask me to write a counter-argument paragraph that fairly presents the opposing view with evidence, before explaining why I still find my original side more convincing. Wait for my answer, then give feedback on whether my counter-argument was genuine and whether I dismantled it effectively.*

**What this helps you practise:**

Writing genuine counter-arguments that strengthen rather than weaken your overall essay.

**How to use it well:**

A strong counter-argument shows the examiner you can see complexity — a weak or token counter-argument will be spotted and does not earn credit.

**Prompt 84: Using Criteria for Judgement**

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

*Give me a GCSE History question that requires a judgement — for example, how significant was an event, or how far do you agree with a statement. Ask me to establish clear criteria I will use to make my judgement before I start writing. For example, criteria might include: how many people were affected, how long-lasting the effects were, or how much things changed. Wait for my answer, then give feedback on whether my criteria are appropriate and whether they will help me reach a well-reasoned judgement.*

**What this helps you practise:**

Establishing explicit criteria for making judgements, which adds rigour and transparency to essays.

**How to use it well:**

Setting out your criteria at the start of the essay shows the examiner exactly how you are reaching your judgement, making it much more convincing.

## Section 8

### Applying Historical Skills to Unfamiliar Contexts

The strongest History students can take the analytical skills they have developed in their studied topics and apply them to unfamiliar material. This ability to transfer skills — evaluating an unknown source, analysing causes in an unfamiliar period, or assessing significance in a new context — shows genuine mastery of historical thinking rather than just memorised content.

Some GCSE questions deliberately present you with material you have not specifically revised to test whether you can apply your skills flexibly. Even when questions are on familiar topics, the specific sources or interpretations may be new to you. Your analytical frameworks — NOP for provenance, criteria for significance, causal categories — should work regardless of the content.

These prompts deliberately take you outside your comfort zone by asking you to use your skills in periods or topics you may not have studied. The goal is not to test your knowledge but to strengthen your ability to think historically about any material. If you can evaluate an unfamiliar source confidently, you can certainly handle a familiar one in the exam.

#### **Prompt 85: Comparing Two Unfamiliar Sources** **Copy this prompt into your AI tool:**

*Give me two historical sources about the same unfamiliar event, each from a different perspective or type. Ask me to compare what they tell us, explain where they agree and disagree, and use their provenance to explain why they might differ. Wait for my answer, then give feedback on whether my*

*comparative analysis was rigorous despite the unfamiliar content.*

**What this helps you practise:**

Cross-referencing sources from unfamiliar contexts using transferable comparison skills.

**How to use it well:**

Source comparison follows the same approach regardless of topic — identify what each says, compare, and use provenance to explain differences.

**Prompt 86: Writing About an Unfamiliar Topic Under Exam Conditions**

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

*Give me a brief context paragraph about a historical topic I have probably not studied, followed by a GCSE-style essay question about it. Ask me to write a short essay plan and one full analytical paragraph using only the information you provided. Wait for my answer, then give feedback on whether I demonstrated strong analytical writing skills even without specialist background knowledge.*

**What this helps you practise:**

Writing analytically about unfamiliar material, proving that essay skills are transferable.

**How to use it well:**

This exercise builds confidence that even if a question surprises you, your analytical skills will carry you through.

**Prompt 87: Evaluating an Unfamiliar Source**

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

*Give me a historical source from a period or topic I have probably not studied. Include full provenance details. Ask me to evaluate how useful this source would be for a specific enquiry, using my source analysis skills — I should consider both content and provenance and reach a judgement about utility.*

*Wait for my answer, then give feedback on whether I applied my source evaluation skills effectively despite the unfamiliar content.*

**What this helps you practise:**

Applying source evaluation skills to unfamiliar material, proving that the skill is transferable.

**How to use it well:**

You do not need to know the topic to evaluate a source — your NOP framework and utility analysis work for any source from any period.

**Prompt 88: Analysing Causes in an Unfamiliar Event**

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

*Give me a brief description of a historical event I have probably not studied, including information about its causes. Ask me to categorise the causes into long-term, short-term, and trigger, and to sort them into political, economic, social, or other categories. Ask me to judge which cause was most important. Wait for my answer, then give feedback on whether I applied causal analysis frameworks correctly despite the unfamiliar content.*

**What this helps you practise:**

Applying causal analysis frameworks to new and unfamiliar historical events.

**How to use it well:**

The categories of causation work for every event in history — use them confidently even when the specific content is unfamiliar.

**Prompt 89: Making Connections Across Topics**

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

*I will tell you the topics I study for my GCSE History course. Give me a theme that connects two or more of my topics — such as the use of power, the role of religion, the impact of economic change, or the*

*struggle for rights. Ask me to explain how this theme appears in each topic and what similarities and differences I can identify. Wait for my answer, then give feedback on the quality of my comparative analysis.*

**What this helps you practise:**

Making synoptic connections across different studied topics using common themes.

**How to use it well:**

Making connections across topics shows sophisticated historical thinking and can enrich your answers with relevant comparative examples.

**Prompt 90: Assessing Significance in an Unknown Context**

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

*Give me a brief description of a historical event or individual I have probably not studied. Ask me to assess their historical significance using my usual criteria — how many people were affected, how long the effects lasted, how much changed, and whether it is still considered important. Wait for my answer, then give feedback on whether I applied significance criteria effectively to unfamiliar material.*

**What this helps you practise:**

Applying significance criteria to unfamiliar events or individuals.

**How to use it well:**

Your significance criteria are universal — practise using them on unfamiliar material so they become second nature in the exam.

**Prompt 91: Interpreting an Unfamiliar Interpretation**

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

*Give me a short historical interpretation about a topic I have probably not studied. Tell me who wrote*

*it and when. Ask me to analyse why the historian might have reached this conclusion, considering their context, methodology, and emphasis. Ask me to explain what questions I would want to ask to evaluate how convincing this interpretation is. Wait for my answer, then give feedback on my analytical approach.*

**What this helps you practise:**

Engaging with historical interpretations from unfamiliar topics using transferable analytical skills.

**How to use it well:**

Even if you do not know the topic, you can still ask: what is the argument? What evidence might support or challenge it? Why might this historian think this?

**Prompt 92: Applying Change and Continuity to a New Period**

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

*Give me a brief overview of changes in a historical period or theme I have probably not studied. Ask me to identify what changed, what stayed the same, how quickly change happened, and whether I would describe the overall development as progress, regression, or a mixture. Wait for my answer, then give feedback on whether I applied change and continuity analysis effectively to this unfamiliar context.*

**What this helps you practise:**

Applying change and continuity analysis to unfamiliar periods.

**How to use it well:**

The framework of change, continuity, pace, and direction works for any period — use it confidently even when the specific content is new.

**Prompt 93: Spotting Analytical Frameworks in Action**

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

*Give me a well-written analytical paragraph about a historical event I have probably not studied. Ask me to identify which analytical skills and frameworks the paragraph uses — for example, does it use causal categorisation, source evaluation, significance criteria, or change and continuity analysis? Wait for my answer, then give feedback on whether I correctly identified the skills being demonstrated.*

**What this helps you practise:**

Recognising analytical frameworks in action so you can replicate them in your own writing.

**How to use it well:**

Being able to spot analytical techniques in model answers helps you understand what examiners are looking for and how to replicate it.

**Prompt 94: Building an Argument from Scratch**

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

*Give me a GCSE-style judgement question about an unfamiliar topic, along with six pieces of evidence that I can use — three supporting one side and three supporting the other. Ask me to use these to construct a balanced argument with a clear judgement. Wait for my answer, then give feedback on how effectively I structured my argument and used the evidence despite not having studied the topic.*

**What this helps you practise:**

Constructing arguments from provided evidence, a key skill for handling unfamiliar material.

**How to use it well:**

In the exam, the evidence will come from your own knowledge — practising with provided evidence trains the skill of argument construction.

## Section 9

### Final Revision and Exam-Week Prompts

The final days before your GCSE History exam are not the time for learning new material — they are the time for consolidation, confidence-building, and targeted practice of the skills you will need on the day. These prompts are designed specifically for that crucial last stretch of revision.

Each prompt in this section is focused on efficiency. They help you do a rapid sweep of your topics to check for gaps, drill your source and interpretation skills one final time, practise planning essays quickly, and simulate the experience of sitting a mini mock exam. The goal is to walk into the exam room feeling prepared and confident in your approach.

Use these prompts in the final week before each of your History papers. Do not try to use all of them in one sitting — spread them across your remaining revision sessions and focus on the areas where you feel least confident. Trust the work you have already done and use these prompts to sharpen rather than cram.

#### **Prompt 95: Rapid Topic Sweep**

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

*I will tell you all the topics I need to revise for my GCSE History exam. For each topic, give me 5 quick-fire questions covering the most important facts, causes, consequences, and key individuals. Go through each topic one at a time, giving me the questions and waiting for my answers before moving on. At the end, give me a summary of which topics I know well and which ones I need to look at again before the exam.*

**What this helps you practise:**

Rapid recall across all topics to identify last-minute gaps in knowledge.

**How to use it well:**

Do this two or three days before the exam so you still have time to revisit any weak areas it reveals.

**Prompt 96: Exam Day Warm-Up**

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

*I am about to sit my GCSE History exam. Give me a quick warm-up that takes no more than ten minutes. Ask me five rapid factual recall questions from my studied topics, then give me one source and ask for a quick inference and provenance comment, and finally give me one essay question and ask me to write a thirty-second plan. Keep the pace brisk and encouraging. At the end, remind me of three key tips for the exam: read the question carefully, use the command words, and always support points with specific evidence.*

**What this helps you practise:**

A final warm-up to get your brain into History mode before walking into the exam.

**How to use it well:**

Do this on the morning of the exam to activate your historical thinking — keep it light, quick, and confidence-boosting.

**Prompt 97: Final Readiness Diagnostic**

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

*I will tell you all the topics and question types I need to be ready for in my GCSE History exam. Ask me a series of diagnostic questions that test one skill at a time: factual recall, source inference, provenance analysis, causal explanation, interpretation evaluation, and essay planning. After each answer, give me a confidence rating out of 5 for that skill. At*

*the end, give me an overall readiness summary and three specific things I should focus on in my final revision session.*

**What this helps you practise:**

A complete diagnostic check of all exam-ready skills with targeted feedback.

**How to use it well:**

Use this the day before the exam to confirm you are ready and to give yourself focused final revision targets.

**Prompt 98: Source Skills Confidence Drill**

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

*Give me three different types of historical source one at a time — a written source, a visual source, and a statistical source. For each one, ask me to make an inference, comment on the provenance, and evaluate the utility for a specific enquiry. Keep my time pressure realistic by encouraging quick, focused responses. Wait for my answer to each source before moving on. At the end, tell me which source skills are strong and which need a final brush-up.*

**What this helps you practise:**

All the key source skills in a quick, focused drill to build exam-day confidence.

**How to use it well:**

This is a confidence builder — if you can handle all three source types, you are ready for whatever the exam throws at you.

**Prompt 99: Essay Planning Speed Practice**

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

*Give me three different GCSE History essay questions — one 'explain' question and two 'judgement' questions. For each, give me exactly three minutes to write a quick plan including my key*

*points, the evidence I would use, and my overall argument or judgement. I will submit each plan as I finish it. Give me brief feedback on each plan, focusing on whether it would produce a focused, analytical answer. Wait for each plan before giving the next question.*

**What this helps you practise:**

Planning essays quickly and efficiently under time pressure.

**How to use it well:**

Use this in the final days before the exam to make sure you can produce a workable plan in under three minutes.

**Prompt 100: Mini Mock Simulation**

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

*Act as a GCSE History examiner. I will tell you which paper I am preparing for and which topics I am studying. Give me a set of exam-style questions that covers the main question types I will face — source analysis, interpretation evaluation, explanation of causation, and an extended essay. Present them as they would appear in a real exam. Let me answer each question in turn, waiting for my answer before moving on. At the end, give me honest examiner-style feedback on each answer, including an estimated mark range and specific advice for improvement.*

**What this helps you practise:**

The full exam experience with realistic questions and examiner-level feedback.

**How to use it well:**

Do this under timed conditions to simulate the real exam as closely as possible — then focus your remaining revision on the feedback.



## **Final Closing Note**

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

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

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

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

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

## Using AI Beyond This Book

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

As you grow more confident, begin modifying them:

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

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

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

## **About the Author**

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

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

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

## **Other Titles in This Series**

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

### **GCSE**

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

### **A-Level**

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

- Politics
- Business

**IBDP**

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