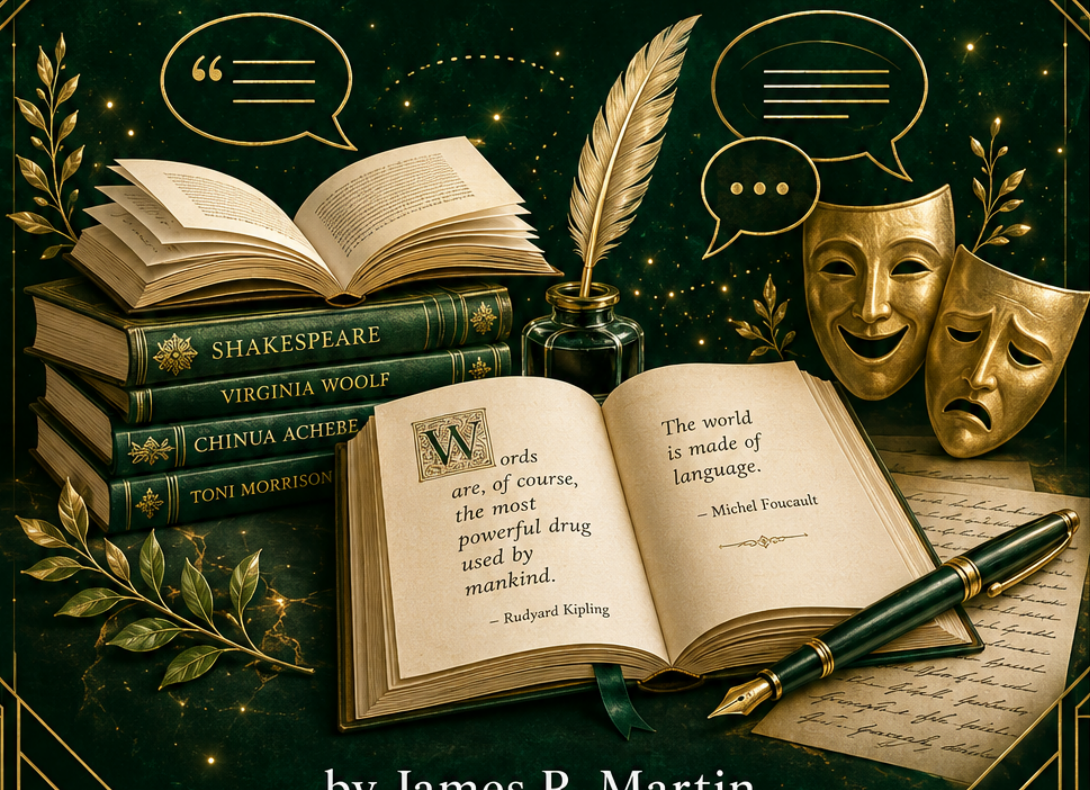


IBDP ENGLISH LANGUAGE & LITERATURE

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

This book is designed for students studying English Language and Literature as part of the International Baccalaureate Diploma Programme (IBDP), a Group 1 subject. The IB is a globally recognised qualification taken in schools across more than 150 countries, and its approach to English studies differs significantly from national curricula such as A-levels or the AP system. IB Language and Literature is assessed through a combination of external examinations (Paper 1: Guided Textual Analysis and Paper 2: Comparative Essay) and internal assessment (the Individual Oral), each with specific assessment criteria and markband descriptors.

The IB Language and Literature course is offered at both Standard Level (SL) and Higher Level (HL). SL students study four literary and non-literary works across the areas of exploration, while HL students study six. HL students also complete an additional examination component — the Higher Level Essay — which is a formal, independently written essay on a work or body of work studied in class. The prompts in this book are designed to serve both SL and HL students, with specific extensions clearly indicated where HL-only content applies.

IB Language and Literature uniquely combines the study of literary texts with the analysis of non-literary texts and language in cultural context. This dual focus means students must develop skills in both literary analysis and language analysis — understanding how meaning is constructed through literary techniques, rhetorical strategies, visual elements and the relationship between text, audience and purpose. The prompts in this book reflect this dual focus throughout.

IB assessment places great emphasis on command terms, which define the depth of response expected. Terms such as 'analyse', 'evaluate', 'discuss', 'examine' and 'to what extent' each carry specific expectations. Understanding these distinctions and applying them to both literary and non-literary texts is essential for achieving marks in the upper markbands. The prompts in this book frequently incorporate IB command terms so that students become fluent in responding at the appropriate level of complexity.

Whether you are studying in Asia, Europe, the Americas, Africa or Australasia, these prompts are applicable to your IB Language and Literature course. They are curriculum-aligned to the IB Language and Literature guide, structured around the three areas of exploration, and intended to develop the analytical, comparative and evaluative skills that IB examiners reward in the highest markbands across all assessment components.

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Section 1

Readers, Writers and Texts

Readers, Writers and Texts is the first area of exploration in IB Language and Literature. It focuses on the relationship between the creator of a text, the text itself, and the reader or audience. Students explore how meaning is shaped by context, purpose, audience expectations and the choices writers and creators make. This area applies equally to literary works and non-literary texts such as speeches, advertisements and digital media.

The prompts in this section develop your ability to analyse how texts are constructed for specific audiences and purposes, how readers bring their own perspectives to interpretation, and how the relationship between writer and reader shapes meaning. You will be challenged to consider both literary and non-literary texts, reflecting the dual focus of the IB Language and Literature course.

As you work through these prompts, pay attention to how different analytical approaches yield different interpretations. IB Language and Literature rewards students who can articulate how context — cultural, historical, social and personal — influences both the production and reception of texts.

Prompt 1: Author's Purpose and Audience

Copy this prompt into your AI tool:

Test me on a brief description of a text — its type, context and apparent audience. I will analyse the likely purpose of the text, explain how the creator has shaped it for that audience, and discuss how a different audience might interpret it differently.

Assess whether my analysis considers multiple layers of purpose.

What this helps you practise:

Analysing the relationship between purpose, audience and textual choices

How to use it well:

Alternate between literary and non-literary texts to build the versatility IB Language and Literature demands across both text types.

Prompt 2: Reader Response and Interpretation

Copy this prompt into your AI tool:

Quiz me on a short passage and two contrasting reader interpretations. I will analyse why each interpretation is valid, identify what each reader brings to the text — cultural background, values, prior knowledge — and evaluate which interpretation is better supported by textual evidence. Challenge me if I dismiss either reading too quickly. As a TOK extension, assess whether my analysis demonstrates understanding of how language shapes — rather than merely reflects — meaning and knowledge.

What this helps you practise:

Engaging with multiple reader interpretations of the same text

How to use it well:

This directly prepares you for Paper 1, where demonstrating awareness of interpretive possibilities earns marks in the upper markbands.

Prompt 3: Context and Meaning

Copy this prompt into your AI tool:

Name a text and its context of production — historical period, cultural setting, political climate. I will analyse how this context shapes the text's meaning, explain which contextual factors are most

significant, and discuss how the text might be read differently today. Test whether I distinguish between context of production and context of reception.

What this helps you practise:

Connecting contextual factors to textual meaning

How to use it well:

IB examiners reward responses that integrate context naturally into analysis rather than bolting it on — practise weaving context into close reading.

Prompt 4: Textual Conventions and Genre

Copy this prompt into your AI tool:

Ask me to identify the genre conventions of a specific text type — such as a speech, opinion article, memoir or advertisement. I will list the conventions, explain how the text either conforms to or subverts them, and analyse the effect of these choices on the reader. Test me on a text that deliberately plays with genre expectations. Consider how this analysis of setting could support an Individual Oral (IO) connecting the text to a global issue such as displacement or cultural identity.

What this helps you practise:

Identifying and analysing genre conventions and their effects

How to use it well:

Genre awareness is essential for Paper 1 guided analysis — you must recognise text types quickly and analyse how conventions shape meaning.

Prompt 5: Authorial Choices in Literary Texts

Copy this prompt into your AI tool:

Give me a passage from a literary text. I will identify three significant authorial choices — such as narrative perspective, imagery, syntax or structure — and analyse how each choice contributes to the text's meaning and effect. Evaluate whether my

analysis moves beyond identification to genuine analysis of effect.

What this helps you practise:

Analysing authorial choices and their effects on meaning

How to use it well:

Move beyond feature-spotting to explaining why choices matter — IB examiners explicitly penalise listing techniques without analysing their effects.

Prompt 6: Visual Text Analysis

Copy this prompt into your AI tool:

Test me on a visual or multimodal text — such as an advertisement, infographic or film poster. I will analyse how visual elements — colour, composition, typography, imagery — work alongside any verbal text to construct meaning. Assess whether I address both visual and verbal elements and their interaction.

What this helps you practise:

Analysing meaning construction in visual and multimodal texts

How to use it well:

Visual texts appear regularly in Paper 1 — develop a systematic approach to analysing how visual and verbal elements interact.

Prompt 7: Bias and Perspective in Non-Literary Texts

Copy this prompt into your AI tool:

Quiz me on a non-literary text — such as a news article, editorial or speech. I will identify the perspective from which it is written, analyse the language choices that reveal bias or positioning, and evaluate how effectively the text persuades its target audience. Push me to distinguish between overt and subtle bias.

What this helps you practise:

Detecting and analysing bias and perspective in non-literary texts

How to use it well:

Practise this with texts from different political and cultural contexts to sharpen your analytical sensitivity for Paper 1.

Prompt 8: The Role of the Reader

Copy this prompt into your AI tool:

Challenge me to discuss how a reader's identity — including gender, culture, age and personal experience — shapes their interpretation of a text. I will use a specific text example to illustrate how different readers might respond differently, and analyse why IB Language and Literature values this plurality of interpretation. Test my theoretical understanding.

What this helps you practise:

Articulating how reader identity influences textual interpretation

How to use it well:

This concept underpins the entire IB Language and Literature course — strong awareness of reader positioning strengthens all your assessment responses.

Prompt 9: Representation and Stereotyping

Copy this prompt into your AI tool:

Give me a text that represents a particular group — by gender, ethnicity, class or nationality. I will analyse how the text constructs this representation, evaluate whether it reinforces or challenges stereotypes, and discuss the potential impact on readers. Assess whether my analysis engages with the complexity of representation.

What this helps you practise:

Analysing textual representation of identity groups

How to use it well:

Representation is a key concern in the IB course — prepare to discuss it in relation to both literary and non-literary texts.

Prompt 10: Intertextual References in Texts

Copy this prompt into your AI tool:

Test me on a text that contains intertextual references — allusions, parodies, quotations or genre borrowings. I will identify the references, analyse how they add layers of meaning, and evaluate how a reader's recognition or non-recognition of these references changes their experience of the text. Test my knowledge of the source texts.

What this helps you practise:

Identifying and analysing intertextual references and their effects

How to use it well:

Intertextuality is central to the IB course — practise recognising how texts draw on and respond to other texts to create meaning.

Prompt 11: Power Dynamics in Texts

Copy this prompt into your AI tool:

Ask me to analyse how power dynamics are constructed in a text — who holds power, how it is expressed through language and structure, and how readers are positioned in relation to that power. I will provide a detailed analysis using specific textual evidence and discuss whose voice is privileged and whose is marginalised. Evaluate my depth of analysis.

What this helps you practise:

Analysing how texts construct and reflect power relationships

How to use it well:

Power dynamics connect to representation, context and perspective — use this as an integrating concept across your IB Language and Literature studies.

Section 2

Time and Space

Time and Space is the second area of exploration in IB Language and Literature. It examines how texts are shaped by and reflect their temporal and spatial contexts — the historical period, geographic location and cultural moment in which they are produced and received. This area also considers how texts themselves create and manipulate time and space through narrative structure, setting and temporal shifts.

The prompts in this section develop your ability to analyse how texts respond to their moment in history, how settings function as more than mere backdrop, and how writers manipulate time — through flashback, foreshadowing, non-linear narrative and other temporal structures. You will also consider how the meaning of a text changes when it travels across time and space to reach new audiences.

IB Language and Literature rewards students who can demonstrate how time and space are not passive backgrounds but active forces shaping meaning. These prompts build the skills needed for sophisticated analysis in Paper 1, Paper 2 and the Individual Oral.

Prompt 12: Setting as Meaning

Copy this prompt into your AI tool:

Name a literary text and describe its primary setting. I will analyse how the setting contributes to the text's meaning beyond simply providing a backdrop — examining how it reflects themes, influences character, and creates atmosphere.

Challenge me to explain what would change if the text were set elsewhere.

What this helps you practise:

Analysing the thematic and symbolic functions of setting

How to use it well:

Strong setting analysis goes beyond description — IB examiners reward responses that explain how setting is integral to meaning.

Prompt 13: Temporal Structure Analysis

Copy this prompt into your AI tool:

Quiz me on a text that uses a non-linear temporal structure — flashbacks, time shifts, parallel timelines or reverse chronology. I will analyse how the manipulation of time affects the reader's experience, what it reveals about character or theme, and why the writer chose this structure over a linear one. Assess my analytical depth.

What this helps you practise:

Analysing how temporal structures shape meaning and reader experience

How to use it well:

Non-linear narrative is a common feature in IB set texts — prepare to discuss its effects with precision for Paper 2 and the IO.

Prompt 14: Texts Across Time

Copy this prompt into your AI tool:

Test me on a text written in one historical period that is still widely read today. I will analyse how the text's meaning has shifted over time, explain what contemporary readers gain or lose compared to the original audience, and evaluate whether the text remains relevant. Push me to consider specific examples of changed meaning.

What this helps you practise:

Evaluating how textual meaning evolves across historical periods

How to use it well:

This skill is essential for the IO, where you may need to discuss how a text's significance has changed — or persisted — over time.

Prompt 15: Colonial and Postcolonial Contexts

Copy this prompt into your AI tool:

Ask me to analyse how a text engages with colonial or postcolonial themes. I will identify how the text represents coloniser-colonised relationships, analyse the language choices that reflect or challenge colonial power structures, and evaluate whether the text reinforces or subverts colonial narratives. Test whether my analysis avoids oversimplification.

What this helps you practise:

Analysing colonial and postcolonial dimensions of texts

How to use it well:

Postcolonial perspectives are highly relevant to IB Language and Literature — prepare to apply them to both literary and non-literary texts.

Prompt 16: Language Change Over Time

Copy this prompt into your AI tool:

Give me two versions of a text — or two texts on the same topic — from different time periods. I will analyse how language has changed, identify specific lexical, syntactic and stylistic shifts, and discuss what these changes reveal about broader social and cultural transformations. Evaluate my precision in identifying linguistic features.

What this helps you practise:

Analysing linguistic change and its cultural significance

How to use it well:

This prompt bridges the language and literature components of the course — use it to strengthen your ability to analyse language in context.

Prompt 17: Displacement and Exile in Literature

Copy this prompt into your AI tool:

Name a literary text that deals with displacement, exile or migration. I will analyse how the text represents the experience of being displaced — examining language, imagery, structure and perspective — and evaluate how effectively the text communicates this experience to readers who may not share it. Challenge me to consider whose perspective is centred.

What this helps you practise:

Analysing literary representations of displacement and belonging

How to use it well:

Displacement connects to global concerns central to IB Language and Literature — prepare examples from different literary traditions.

Prompt 18: Place and Identity

Copy this prompt into your AI tool:

Present me with a text that explores the relationship between place and identity. I will analyse how the text constructs this relationship, examine the techniques used to convey a sense of place, and evaluate whether the text suggests identity is shaped by place or transcends it. Test whether my analysis engages with complexity.

What this helps you practise:

Analysing how texts construct relationships between place and identity

How to use it well:

Place and identity is a rich connecting thread for the IO — practise linking this concept across your literary and non-literary texts.

Prompt 19: Historical Context and Textual Meaning

Copy this prompt into your AI tool:

Give me a text and its historical context — war, revolution, social upheaval. I will analyse how the historical context shapes the text's content, form and reception, and evaluate the extent to which the text can be understood independently of its context. Push me to avoid deterministic readings that reduce the text to its context.

What this helps you practise:

Balancing contextual understanding with close textual analysis

How to use it well:

IB examiners penalise both context-heavy responses that neglect the text and text-only responses that ignore context — practise finding the balance.

Prompt 20: Nostalgia and Memory in Texts

Copy this prompt into your AI tool:

Challenge me to analyse how a text uses nostalgia or memory. I will examine the techniques used to evoke the past — sensory imagery, tense shifts, unreliable narration — and analyse whether the text presents memory as reliable, distorted or deliberately reconstructed. Evaluate my attention to how form reflects content.

What this helps you practise:

Analysing literary and linguistic techniques for representing memory

How to use it well:

Memory and nostalgia appear across genres — from

memoir to advertisement — making this skill versatile for both Paper 1 and Paper 2.

Prompt 21: Global and Local Perspectives

Copy this prompt into your AI tool:

Ask me to analyse how a text navigates between global and local perspectives. I will examine whether the text privileges a universal or culturally specific viewpoint, analyse how language choices reflect this positioning, and evaluate the implications of this choice for different readers. Test whether I avoid Western-centric assumptions.

What this helps you practise:

Analysing the interplay between global and local perspectives in texts

How to use it well:

The IB values international-mindedness — demonstrating awareness of how perspective shapes meaning is key to strong IO and Paper 2 responses.

Prompt 22: Transformation of Texts Across Cultures

Copy this prompt into your AI tool:

Present me with a text that has been adapted, translated or reimaged across cultures. I will analyse what changes in the transformation, what is preserved, and what the transformation reveals about the values of both the source and target cultures. Evaluate whether my analysis is balanced between the two cultural contexts. Include a TOK reflection: evaluate whether translation can ever fully preserve meaning, or whether something is inevitably lost when language changes.

What this helps you practise:

Analysing how texts change when they cross cultural boundaries

How to use it well:

Textual transformation is a sophisticated concept for the IO — use it to demonstrate how meaning is not fixed but culturally negotiated.

Section 3

Intertextuality: Connecting Texts

Intertextuality is the third area of exploration in IB Language and Literature. It examines how texts connect to, reference, respond to and transform other texts. This area develops your ability to see literature and language not as isolated texts but as part of an ongoing conversation across time, culture and genre. Intertextuality is central to the comparative skills required for Paper 2 and the Individual Oral.

The prompts in this section challenge you to identify and analyse connections between texts — thematic parallels, structural echoes, genre relationships, direct allusions and broader cultural dialogues. You will be expected to move beyond surface-level comparison to analyse how texts illuminate, challenge or complicate each other.

IB Language and Literature rewards students who can make meaningful connections between texts and sustain a comparative argument. These prompts develop the skills of juxtaposition, comparison and synthesis that are essential for Paper 2 and the IO, where you must demonstrate your ability to move fluently between texts.

Prompt 23: Thematic Connections Between Texts

Copy this prompt into your AI tool:

Name two texts that share a common theme. I will analyse how each text treats the theme differently, explain what factors — context, genre, perspective — account for these differences, and evaluate which text offers a more compelling exploration of the theme. Push me to go beyond listing similarities to

analysing how differences are meaningful. Evaluate whether my intertextual analysis could form the basis of an Individual Oral (IO) argument linking this text to a broader global issue.

What this helps you practise:

Analysing how different texts explore shared themes in distinct ways

How to use it well:

This is the core skill for Paper 2 — practise comparing texts you have studied under each area of exploration.

Prompt 24: Genre Transformation

Copy this prompt into your AI tool:

Challenge me with two texts in different genres that address the same subject — for example, a poem and a speech, or a novel and a documentary. I will analyse how genre shapes the treatment of the subject, compare the different effects achieved, and evaluate which genre is more effective for this particular subject matter. Assess my comparative analysis.

What this helps you practise:

Comparing how genre shapes the treatment of shared subject matter

How to use it well:

Cross-genre comparison demonstrates the versatility that IB examiners value — practise comparing literary texts with non-literary ones.

Prompt 25: Allusion and Its Effects

Copy this prompt into your AI tool:

Present me with a text that contains significant allusions to another work. I will identify the allusions, analyse how they enrich or complicate the text's meaning, and evaluate the extent to which understanding the allusions is necessary for

interpreting the text. Test whether my analysis considers readers who do and do not recognise the allusions.

What this helps you practise:

Analysing the function and effect of literary allusion

How to use it well:

Allusion analysis shows sophisticated reading — IB examiners reward responses that explain how allusions create layers of meaning.

Prompt 26: Adaptation and Reinterpretation

Copy this prompt into your AI tool:

Name a text and one of its adaptations — a film version, stage adaptation, modern retelling or parody. I will compare what the adaptation preserves and changes, analyse why these changes were made, and evaluate whether the adaptation offers a valid or diminished version of the original. Challenge me to avoid privileging the original uncritically.

What this helps you practise:

Analysing the relationship between original texts and their adaptations

How to use it well:

Adaptation analysis connects to broader IB concepts of how texts transform across time and medium — strong material for the IO.

Prompt 27: Counter-Narratives

Copy this prompt into your AI tool:

Ask me to analyse how a text functions as a counter-narrative — a story told from the perspective of those marginalised or silenced in dominant narratives. I will identify what dominant narrative it responds to, analyse how it challenges or revises that narrative, and evaluate its effectiveness in

reshaping understanding. Test my awareness of power dynamics.

What this helps you practise:

Analysing how counter-narratives challenge dominant perspectives

How to use it well:

Counter-narratives connect to representation, power and perspective — weave these concepts together for sophisticated IO and Paper 2 responses.

Prompt 28: Comparative Structural Analysis

Copy this prompt into your AI tool:

Give me two texts with notably different structures — one linear and one fragmented, or one episodic and one tightly unified. I will compare how structure shapes meaning and reader experience in each text, and analyse what each structural choice reveals about the text's thematic concerns. Evaluate my attention to the relationship between form and content.

What this helps you practise:

Comparing how structural choices shape meaning across texts

How to use it well:

Structural comparison is often overlooked in favour of thematic comparison — developing this skill will distinguish your Paper 2 responses.

Prompt 29: Texts in Dialogue

Copy this prompt into your AI tool:

Present me with two texts that seem to be in dialogue with each other — whether directly or through shared concerns. I will analyse the nature of this dialogue, explain how each text responds to or illuminates the other, and evaluate what is gained by reading them together rather than separately.

Assess the sophistication of my comparative thinking.

What this helps you practise:

Analysing how texts illuminate each other through dialogue

How to use it well:

The concept of texts in dialogue is central to Paper 2 and the IO — practise articulating what is gained from reading texts alongside each other.

Prompt 30: Pastiche and Parody

Copy this prompt into your AI tool:

Challenge me to distinguish between pastiche and parody using specific examples. I will define each concept, analyse how each works as a form of intertextuality, and evaluate the different effects they create — homage versus critique. Test whether I can identify the target of a parody and explain what is being critiqued.

What this helps you practise:

Distinguishing and analysing pastiche and parody as intertextual modes

How to use it well:

Understanding how texts critique other texts through parody demonstrates the advanced analytical skills that IB examiners reward.

Prompt 31: Universal Themes Across Cultures

Copy this prompt into your AI tool:

Give me two texts from different cultural traditions that explore a shared human experience — love, loss, justice, identity. I will analyse how cultural context shapes each text's treatment of the theme, compare the different insights each offers, and evaluate whether the theme is truly universal or culturally specific. Push me to avoid superficial claims of universality.

What this helps you practise:

Evaluating claims of thematic universality across cultural contexts

How to use it well:

This prompt develops the international-mindedness that the IB values while building comparative skills for Paper 2.

Prompt 32: Recurring Motifs and Archetypes

Copy this prompt into your AI tool:

Ask me to identify recurring motifs or archetypes across two texts — such as the journey, the outsider, the quest or the fall. I will explain how each text uses the motif or archetype, analyse the variations in treatment, and evaluate what the persistence of these patterns reveals about human storytelling.

Check my use of relevant terminology.

What this helps you practise:

Tracing and analysing archetypal patterns across texts

How to use it well:

Archetypal analysis provides a powerful framework for comparison — but ensure you analyse specific textual evidence rather than generalising.

Prompt 33: Intertextuality in Non-Literary Texts

Copy this prompt into your AI tool:

Present me with a non-literary text — an advertisement, political speech or social media post — that draws on literary or cultural references. I will analyse how these intertextual references function, what assumptions they make about the audience, and evaluate how they enhance or complicate the text's message. Test whether I address the non-literary context specifically.

What this helps you practise:

Analysing intertextual strategies in non-literary and media texts

How to use it well:

This bridges the language and literature components of the course — Paper 1 may feature non-literary texts rich in intertextual references.

Section 4

Textual Analysis: Guided Analysis (Paper 1)

Paper 1 is the Guided Textual Analysis component of IB Language and Literature. SL students analyse one text from a choice of two, while HL students analyse two texts — one literary and one non-literary. The examination tests your ability to analyse unseen texts in detail, identifying how meaning is constructed through language, structure, style and context. A guiding question accompanies each text to focus your analysis.

The prompts in this section develop the close reading skills essential for Paper 1 success. You will practise analysing a range of text types — prose extracts, poems, speeches, opinion pieces, advertisements and more — under conditions that mirror the examination. The emphasis is on developing a systematic approach that you can apply to any unseen text.

IB Paper 1 rewards responses that are well-structured, analytically precise and responsive to the guiding question. These prompts help you develop the discipline of addressing the question, selecting evidence purposefully, and writing analysis that explains effect rather than merely identifying features.

Prompt 34: Opening Strategy for Paper 1

Copy this prompt into your AI tool:

Set me an unseen text extract and a guiding question. I will write an opening paragraph that establishes my understanding of the text, addresses the guiding question, and signals the direction of my analysis. Evaluate my opening against IB Paper 1

criteria — does it demonstrate understanding and set up a coherent analytical argument?

What this helps you practise:

Crafting effective opening paragraphs for guided textual analysis

How to use it well:

Time yourself writing openings for different text types — a strong opening sets the tone for your entire Paper 1 response.

Prompt 35: Language Analysis in Prose

Copy this prompt into your AI tool:

Test my ability to analyse prose extract. I will identify and analyse the most significant language features — diction, imagery, figurative language, tone — and explain how each contributes to the text's overall meaning and effect. Challenge me if I identify features without analysing their effect.

What this helps you practise:

Analysing language features and their effects in prose texts

How to use it well:

Always ask yourself 'so what?' after identifying a feature — IB examiners reward analysis of effect, not feature lists.

Prompt 36: Structural Analysis Techniques

Copy this prompt into your AI tool:

Give me a text and ask me to analyse its structure. I will examine how the text is organised — paragraphing, sequencing, juxtaposition, shifts in focus — and explain how structural choices shape meaning and guide the reader's experience.

Evaluate whether my structural analysis is integrated with language analysis or treated separately.

What this helps you practise:

Analysing how textual structure contributes to meaning

How to use it well:

Structure is often the weakest area of student analysis — practise identifying structural patterns before focusing on language.

Prompt 37: Tone and Mood Identification

Copy this prompt into your AI tool:

Challenge me to analyse passage and I will identify its tone and mood, supporting my claims with specific textual evidence. I will also analyse how the tone shifts within the passage and what these shifts reveal about the text's meaning. Test whether I distinguish between tone and mood accurately.

What this helps you practise:

Identifying and analysing tone and mood with textual evidence

How to use it well:

Build your vocabulary for describing tone — IB examiners expect precise terms like 'sardonic', 'elegiac' or 'restrained' rather than vague descriptors.

Prompt 38: Analysing Non-Literary Texts

Copy this prompt into your AI tool:

Give me a non-literary text — such as a speech, editorial, blog post or travel article — and a guiding question. I will analyse how the text constructs meaning through language choices, rhetorical strategies, structure and any visual elements. Evaluate whether my analysis is appropriately adapted to the non-literary text type rather than treating it like a literary text.

What this helps you practise:

Adapting analytical approaches for non-literary text types

How to use it well:

HL students must analyse both a literary and non-literary text in Paper 1 — ensure your approach shifts appropriately between text types.

Prompt 39: Responding to the Guiding Question

Copy this prompt into your AI tool:

Assess whether I can evaluate text and its guiding question. I will write a focused analytical response that directly addresses the guiding question throughout, using it as a lens for my analysis rather than treating it as an afterthought. Assess whether my response stays focused on the question or drifts into general analysis.

What this helps you practise:

Maintaining focus on the guiding question throughout analysis

How to use it well:

Many students lose marks by ignoring the guiding question — practise using it as your analytical anchor in every paragraph.

Prompt 40: Imagery and Figurative Language

Copy this prompt into your AI tool:

Pose a question about a passage rich in imagery and figurative language. I will identify the dominant image patterns, analyse how individual images contribute to a cumulative effect, and evaluate how the figurative language shapes the reader's understanding of the text's themes. Push me to move beyond identifying metaphors to analysing their implications.

What this helps you practise:

Analysing patterns of imagery and their cumulative effects

How to use it well:

Look for patterns in imagery rather than isolated examples — IB examiners reward responses that trace how images develop across a text.

Prompt 41: Voice and Perspective in Unseen Texts

Copy this prompt into your AI tool:

Present me with an unseen text and ask me to analyse its voice and perspective. I will identify who is speaking, analyse the characteristics of the voice — register, tone, reliability — and explain how the perspective shapes the reader's understanding and sympathies. Test whether I distinguish between the voice of the speaker and the implied author.

What this helps you practise:

Analysing narrative voice and perspective in unseen texts

How to use it well:

Voice analysis is crucial for both literary and non-literary texts in Paper 1 — develop the skill of quickly characterising a text's voice.

Prompt 42: Rhetorical Strategies in Speeches

Copy this prompt into your AI tool:

Give me a speech extract and I will analyse the rhetorical strategies employed — such as repetition, tricolon, rhetorical questions, appeal to ethos, pathos and logos — and evaluate how effectively they work on the intended audience. Challenge me to consider the strategies that might not work on a different audience.

What this helps you practise:

Analysing rhetorical strategies and their effectiveness

How to use it well:

Speeches are a common Paper 1 text type — develop a confident analytical toolkit for rhetorical analysis.

Prompt 43: Paper 1 Time Management

Copy this prompt into your AI tool:

Walk me through the ideal time allocation for a Paper 1 response. I will outline how I would divide my time between reading, planning, writing and reviewing, and explain what I prioritise at each stage. Then present me with a text and I will produce a plan within the time I allocated for planning. Assess my plan for focus and structure.

What this helps you practise:

Developing an effective time management strategy for Paper 1

How to use it well:

Practise writing full Paper 1 responses under timed conditions regularly — time management is a practical skill that only improves through practice.

Prompt 44: Integrating Context in Paper 1

Copy this prompt into your AI tool:

Ask me how to integrate contextual knowledge into a Paper 1 response on an unseen text. I will explain how to infer context from textual evidence, demonstrate how to weave contextual observations into close analysis, and discuss the balance between textual evidence and contextual inference. Evaluate whether my approach avoids over-reliance on context.

What this helps you practise:

Balancing close textual analysis with contextual inference

How to use it well:

For unseen texts, context must be inferred —
practise reading texts for clues about their period,
audience and cultural setting.

Section 5

Comparative Essay Skills (Paper 2)

Paper 2 is the Comparative Essay component of IB Language and Literature. Students respond to a general question by comparing two of the works they have studied in the course. The examination tests your ability to construct a sustained comparative argument that analyses how two texts explore a shared concern, using specific textual evidence to support your claims.

The prompts in this section develop the skills of comparison, argumentation and essay structure that Paper 2 demands. You will practise identifying meaningful points of comparison, organising your essay for maximum analytical impact, and sustaining a comparative thread throughout your response rather than writing two separate essays.

IB Paper 2 rewards responses that maintain a genuine dialogue between texts — weaving analysis of both works throughout rather than treating them sequentially. These prompts help you develop the integrative writing skills and the ability to use IB command terms effectively that distinguish top-band responses.

Prompt 45: Identifying Points of Comparison

Copy this prompt into your AI tool:

Give me a Paper 2 style question and two works I might compare. I will identify at least four meaningful points of comparison, explain why each is significant, and rank them in order of analytical potential. Evaluate whether my points of comparison go beyond surface-level similarity to engage with how the texts differ in their treatment.

What this helps you practise:

Generating meaningful comparative points for Paper 2 essays

How to use it well:

Quality of comparison matters more than quantity — practise selecting the three or four most analytically rich points for your essay.

Prompt 46: Comparative Essay Structure

Copy this prompt into your AI tool:

Ask me to plan a Paper 2 comparative essay. I will outline my paragraph structure, explain whether I am using a block or alternating method, and justify my structural choice. Then present each topic sentence. Assess whether my structure maintains a genuine comparative thread or risks becoming two separate analyses.

What this helps you practise:

Planning and structuring comparative essays effectively

How to use it well:

The alternating method — moving between texts within each paragraph — is generally more effective for IB Paper 2, but practise both approaches.

Prompt 47: Comparative Thesis Statements

Copy this prompt into your AI tool:

Examine my understanding of a Paper 2 question. I will write three different thesis statements for the same question, each taking a slightly different interpretive position. Evaluate which thesis is most effective for a comparative essay and explain why. Push me to ensure my thesis goes beyond agreement with the question to offer an interpretive argument.

What this helps you practise:

Crafting analytical thesis statements for comparative essays

How to use it well:

Your thesis should signal both your argument and your comparative approach — IB examiners reward responses with a clear interpretive position.

Prompt 48: Sustaining Comparison Throughout

Copy this prompt into your AI tool:

I will write a body paragraph for a Paper 2 essay that analyses both texts within the same paragraph.

Present me with two works and a point of comparison. Evaluate whether my paragraph genuinely integrates both texts or merely juxtaposes them, and whether my comparative connectives are effective. Discuss how this comparative skill could strengthen an Individual Oral (IO) by drawing connections between a literary text and a global issue.

What this helps you practise:

Writing genuinely comparative paragraphs that integrate both texts

How to use it well:

Use comparative connectives like 'whereas', 'in contrast', 'similarly yet distinctly' — but ensure they introduce genuine analytical comparison.

Prompt 49: Using IB Command Terms in Paper 2

Copy this prompt into your AI tool:

Give me three different Paper 2 questions using different IB command terms — such as 'discuss', 'examine' and 'to what extent'. I will explain how each command term should shape my response differently, outline the different approaches required, and write a sample introduction for each. Assess my understanding of command term distinctions.

What this helps you practise:

Responding appropriately to different IB command terms

How to use it well:

Command term awareness is essential — 'discuss' requires balanced exploration while 'to what extent' requires a clear evaluative judgement.

Prompt 50: Comparative Analysis of Technique

Copy this prompt into your AI tool:

Give me an extract from literary technique — such as use of symbolism, narrative perspective or dialogue — and two texts. I will compare how each text employs the technique, analyse the different effects achieved, and evaluate what the comparison reveals about each text's thematic concerns. Test my depth of technical analysis.

What this helps you practise:

Comparing the use and effect of literary techniques across texts

How to use it well:

Technique-based comparison shows sophisticated analytical thinking — prepare to discuss how the same technique serves different purposes in different texts.

Prompt 51: Concluding Comparatively

Copy this prompt into your AI tool:

Ask me to write a conclusion for a Paper 2 comparative essay. I will synthesise my argument, reinforce the comparative thread, and offer a final evaluative insight that goes beyond summary. Evaluate whether my conclusion adds to the essay rather than merely repeating earlier points.

What this helps you practise:

Writing conclusions that synthesise and evaluate comparatively

How to use it well:

A strong conclusion offers a new perspective on the comparison — practise ending with an insight rather than a summary.

Prompt 52: Handling Dissimilar Texts

Copy this prompt into your AI tool:

Give me two texts that seem very different in style, genre or context. I will explain how I would construct a meaningful comparison despite their differences, identify the underlying connections, and demonstrate that difference can be as analytically productive as similarity. Challenge me to find depth in unexpected pairings.

What this helps you practise:

Finding productive comparisons between apparently dissimilar texts

How to use it well:

Sometimes the most interesting comparisons arise from difference — practise comparing texts that challenge you to think creatively.

Prompt 53: Evidence Selection for Comparison

Copy this prompt into your AI tool:

Set me a timed task on comparative point and two texts. I will select the most effective textual evidence from each work to support my comparison, explain why I chose these specific passages, and demonstrate how to embed quotations effectively in a comparative paragraph. Assess the quality and relevance of my evidence selection.

What this helps you practise:

Selecting and deploying textual evidence in comparative writing

How to use it well:

Choose quotations that do analytical work — short,

embedded quotations that you can unpack are more effective than long block quotations.

Prompt 54: Paper 2 Practice Planning

Copy this prompt into your AI tool:

Assess my knowledge of an actual IB-style Paper 2 question. I will produce a complete essay plan in ten minutes — thesis, paragraph topics, key evidence for both texts, and a note on my conclusion. Time me and then evaluate whether my plan is focused, genuinely comparative, and likely to produce a coherent essay.

What this helps you practise:

Planning Paper 2 essays efficiently under time pressure

How to use it well:

Practise planning under timed conditions until you can produce a solid plan in 10 minutes — this is the foundation of a strong Paper 2 response.

Prompt 55: Contextual Comparison

Copy this prompt into your AI tool:

Challenge me to compare how the contexts of two texts — historical, cultural, political — shape their treatment of a shared theme. I will analyse how context influences content and form in each text, and evaluate whether contextual differences or the shared theme are more significant in understanding the texts together. Assess my balance of context and text.

What this helps you practise:

Comparing how context shapes textual treatment of shared themes

How to use it well:

Context should illuminate your analysis, not dominate it — IB examiners reward responses where context and close reading are integrated.

Section 6

Higher Level Essay

The Higher Level Essay is an additional assessment component for HL students in IB Language and Literature. It is a 1200-1500 word formal essay on a line of inquiry that the student has developed independently, based on one of the works or bodies of work studied in the course. The essay is externally assessed and requires students to demonstrate sophisticated analysis, independent thinking and a clear argumentative structure.

The prompts in this section support HL students through every stage of the HL Essay process — from developing a line of inquiry and formulating a focused question through to structuring the argument, integrating evidence and refining the writing. These prompts are designed to develop the independent critical thinking that the HL Essay rewards.

IB examiners assess the HL Essay on four criteria: knowledge and understanding, analysis and evaluation, focus and organisation, and language. The prompts here develop all four areas, helping you produce an essay that demonstrates genuine personal engagement with your chosen text and a sustained, well-evidenced argument.

Prompt 56: Developing a Line of Inquiry

Copy this prompt into your AI tool:

I will propose a line of inquiry for my HL Essay based on a work I have studied. Evaluate whether my line of inquiry is sufficiently focused, analytically productive, and appropriate for a 1200-1500 word essay. Suggest how I could refine it to create a more

compelling argument. Push me to narrow my focus if it is too broad.

What this helps you practise:

Formulating and refining a focused HL Essay line of inquiry

How to use it well:

Test multiple lines of inquiry before committing — the strength of your essay depends on the quality of your initial question.

Prompt 57: Crafting the HL Essay Thesis

Copy this prompt into your AI tool:

Give me feedback on my HL Essay thesis statement.

I will present my thesis and you will evaluate whether it makes a clear, arguable claim, whether it goes beyond description or plot summary, and whether it can sustain 1200-1500 words of analysis.

Help me strengthen it by identifying vagueness or lack of analytical edge.

What this helps you practise:

Writing a clear, arguable thesis for the HL Essay

How to use it well:

Your thesis should be something a reasonable reader could disagree with — if it is merely descriptive, it will not sustain a strong essay.

Prompt 58: HL Essay Paragraph Structure

Copy this prompt into your AI tool:

I will write a body paragraph for my HL Essay. Evaluate it against IB criteria: Does it make a clear analytical point? Is the evidence well-chosen and integrated? Does my analysis move beyond paraphrase to genuine interpretation? Does the paragraph advance my overall argument? Give criterion-specific feedback.

What this helps you practise:

Writing analytically rigorous body paragraphs for the HL Essay

How to use it well:

Submit each body paragraph for feedback as you draft — building your essay through iterative improvement produces stronger results.

Prompt 59: Integrating Secondary Sources

Copy this prompt into your AI tool:

Ask me how I plan to use secondary critical sources in my HL Essay. I will explain which sources I have selected, how I intend to integrate them — as support, counterpoint or context — and demonstrate that I engage with them critically rather than simply deferring to authority. Evaluate my approach to source integration.

What this helps you practise:

Integrating critical sources purposefully in academic writing

How to use it well:

Secondary sources should support your argument, not replace it — practise citing critics to strengthen your own analytical voice.

Prompt 60: Close Reading for the HL Essay

Copy this prompt into your AI tool:

Quiz me on a passage from my chosen text that is central to my HL Essay argument. I will conduct a detailed close reading, identifying the specific features that support my thesis and explaining how they contribute to my argument. Assess whether my close reading is sufficiently detailed and analytical for HL standards.

What this helps you practise:

Conducting detailed close readings that support a sustained argument

How to use it well:

The HL Essay rewards deep engagement with specific passages — ensure your essay includes at least two moments of sustained close reading.

Prompt 61: Maintaining Focus and Coherence

Copy this prompt into your AI tool:

I will share my HL Essay plan — thesis, paragraph topics and key evidence. Evaluate whether every paragraph clearly serves my thesis, whether the progression of ideas is logical, and whether there are any paragraphs that risk going off-topic. Help me identify and eliminate tangential material.

What this helps you practise:

Ensuring every element of the essay serves the central argument

How to use it well:

Focus and organisation is a separate assessment criterion — every paragraph must visibly advance your argument.

Prompt 62: Academic Register and Style

Copy this prompt into your AI tool:

Test me on submitting a section of my HL Essay for language and style feedback. Evaluate whether my register is appropriately academic, my expression is clear and precise, my literary terminology is used correctly, and my sentences are well-crafted. Identify specific areas where my writing could be more polished.

What this helps you practise:

Refining academic writing style for the HL Essay

How to use it well:

Language is assessed as a separate criterion — clear, precise and sophisticated expression can lift your overall mark significantly.

Prompt 63: HL Essay Introduction Drafting

Copy this prompt into your AI tool:

Challenge me to write an introduction for my HL Essay. I will establish the text and its context, present my line of inquiry, state my thesis, and signal my approach. Evaluate whether my introduction is engaging, focused and sets up my argument effectively. Compare it to what IB examiners expect in the highest markbands.

What this helps you practise:

Drafting effective introductions for the HL Essay

How to use it well:

Write your introduction last — once you know your argument fully, you can introduce it with confidence and precision.

Prompt 64: HL Essay Conclusion Strategies

Copy this prompt into your AI tool:

Ask me to write a conclusion for my HL Essay. I will synthesise my argument, reinforce my thesis in light of the evidence presented, and offer a final reflective insight. Evaluate whether my conclusion avoids mere summary and genuinely concludes the argument. Suggest how I could make it stronger.

What this helps you practise:

Writing conclusions that synthesise and extend the argument

How to use it well:

A strong conclusion demonstrates that your argument has developed through the essay — it should feel like an arrival, not a repetition.

Prompt 65: Self-Assessment Against Criteria

Copy this prompt into your AI tool:

I will share my complete HL Essay draft. Assess it against the four IB HL Essay criteria: knowledge and understanding, analysis and evaluation, focus and

organisation, and language. For each criterion, tell me which markband my work currently falls in and give specific advice for improvement. Be honest and rigorous.

What this helps you practise:

Self-evaluating HL Essay drafts against IB assessment criteria

How to use it well:

Run your draft through this prompt at least twice — once after your first draft and once after revision — to track improvement.

Prompt 66: Responding to Feedback

Copy this prompt into your AI tool:

Test me on sharing a piece of teacher or peer feedback on my HL Essay draft. Help me interpret the feedback, identify the specific weaknesses it highlights, and develop a revision strategy. Then I will rewrite the section and you will evaluate whether my revision successfully addresses the feedback. Guide my revision process.

What this helps you practise:

Interpreting feedback and revising writing purposefully

How to use it well:

Treat feedback as diagnostic — understand what underlying skill needs improvement rather than just fixing the surface issue.

Section 7

Individual Oral (IO) Preparation

The Individual Oral (IO) is the internally assessed component of IB Language and Literature, worth 30% of the total mark at SL and 20% at HL. Students deliver a 10-minute oral presentation followed by 5 minutes of examiner questions, analysing and comparing one literary and one non-literary text through a global issue. The IO is recorded and externally moderated by IB examiners.

The prompts in this section prepare you for every aspect of the IO — selecting a global issue, choosing effective text pairings, structuring your presentation, analysing both texts in relation to the global issue, and handling examiner questions confidently. These prompts develop the oral analytical skills that are distinct from written analysis.

IB IO assessment criteria focus on knowledge and understanding of texts, analysis and evaluation in relation to the global issue, focus and organisation of the presentation, and language. These prompts address all four criteria, helping you develop a presentation that demonstrates genuine engagement with your chosen global issue and sophisticated analysis of both texts.

Prompt 67: Choosing a Global Issue

Copy this prompt into your AI tool:

I will propose a global issue for my IO. Evaluate whether it is genuinely global in scope, sufficiently focused for a 10-minute presentation, and productive for analysing both a literary and a non-literary text. Suggest refinements if my global issue is too broad, too narrow, or too vague. Push me to articulate exactly what the issue is.

What this helps you practise:

Selecting and refining a viable global issue for the IO

How to use it well:

Your global issue should be specific enough to analyse but broad enough to connect two texts — test multiple options before committing.

Prompt 68: Pairing Literary and Non-Literary Texts

Copy this prompt into your AI tool:

Test me on proposing a pairing of one literary text and one non-literary text for my IO. Evaluate whether the pairing allows for meaningful comparison through my chosen global issue, whether both texts offer sufficient analytical depth, and whether the pairing demonstrates my understanding of both language and literature. Suggest alternatives if the pairing is weak.

What this helps you practise:

Selecting effective text pairings for the IO

How to use it well:

The best IO pairings create a genuine dialogue between texts — ensure both texts offer different but complementary perspectives on the global issue.

Prompt 69: IO Extract Selection

Copy this prompt into your AI tool:

Quiz me on identifying the extracts from each text that I plan to focus on in my IO. Evaluate whether my extracts are rich enough for close analysis, whether they clearly connect to my global issue, and whether they allow me to demonstrate knowledge of the whole work. Challenge me to justify my selection over alternative passages.

What this helps you practise:

Selecting analytically rich extracts for IO presentation

How to use it well:

Choose extracts that are dense with analytical potential — you need enough material for sustained close reading within each text.

Prompt 70: Structuring the IO Presentation

Copy this prompt into your AI tool:

Ask me to outline the structure of my IO presentation — how I will introduce the global issue, transition between texts, balance time between the literary and non-literary text, and conclude. Evaluate whether my structure is logical, whether it maintains a focus on the global issue throughout, and whether the balance between texts is appropriate.

What this helps you practise:

Planning a well-structured and balanced IO presentation

How to use it well:

Aim for roughly equal time on each text — IB examiners penalise presentations that neglect one text in favour of the other.

Prompt 71: Connecting Texts Through the Global Issue

Copy this prompt into your AI tool:

Challenge me to explain how my two chosen texts connect through my global issue. I will articulate the specific connection, analyse how each text engages with the issue differently, and demonstrate that the global issue is the thread that holds my presentation together. Evaluate whether the connection feels genuine or forced.

What this helps you practise:

Articulating how texts connect through a shared global issue

How to use it well:

The global issue must be the organising principle of your IO — if it feels like an afterthought, your presentation will lack coherence.

Prompt 72: Close Analysis for the IO

Copy this prompt into your AI tool:

Present me with an extract from one of my IO texts. I will deliver a close analysis as if speaking in the IO — identifying key features, analysing their effects, and connecting them to my global issue. Evaluate whether my analysis is detailed enough, whether I explain effects rather than just naming techniques, and whether I maintain connection to the global issue.

What this helps you practise:

Delivering detailed close analysis in an oral format

How to use it well:

Practise speaking your analysis aloud — the IO requires oral fluency, which is a different skill from written analysis.

Prompt 73: Handling Examiner Questions

Copy this prompt into your AI tool:

Act as an IB examiner and ask me follow-up questions after my IO presentation. I will respond to each question, demonstrating my ability to think on my feet, deepen my analysis, and address aspects of the texts or global issue that my presentation may not have covered. Give me feedback on the quality and confidence of my responses.

What this helps you practise:

Responding to examiner questions with analytical confidence

How to use it well:

The 5-minute question period can significantly affect

your mark — practise responding to unexpected questions with composure and depth.

Prompt 74: IO Language and Delivery

Copy this prompt into your AI tool:

Ask me to deliver a section of my IO presentation. Evaluate my language — is it appropriately academic? Do I use literary and linguistic terminology correctly? Is my delivery clear and confident? Is my register suitable for a formal oral assessment? Give specific suggestions for improving my delivery.

What this helps you practise:

Developing appropriate academic register for oral assessment

How to use it well:

Record yourself practising and listen back — hearing your own delivery reveals hesitations, filler words and unclear phrasing.

Prompt 75: Authorial Choices and Global Issue

Copy this prompt into your AI tool:

Quiz me on how the authorial choices in my chosen texts relate to the global issue. For each text, I will identify specific choices — narrative perspective, imagery, rhetorical strategy, structure — and explain how they shape the text's engagement with the global issue. Test whether I can articulate the connection between technique and theme clearly.

What this helps you practise:

Connecting authorial choices to the global issue analytically

How to use it well:

The strongest IOs demonstrate how form and content work together to engage with the global issue — technique analysis must serve thematic analysis.

Prompt 76: IO Self-Assessment

Copy this prompt into your AI tool:

I will deliver my complete IO presentation to you. Assess it against the four IB IO criteria: knowledge and understanding, analysis and evaluation, focus and organisation, and language. For each criterion, indicate which markband my presentation falls in and give specific feedback for improvement. Be honest about where I am losing marks.

What this helps you practise:

Self-evaluating IO presentations against IB assessment criteria

How to use it well:

Run your complete IO through this prompt multiple times as you refine it — each iteration should address weaknesses identified in the previous one.

Prompt 77: IO Timing and Pacing

Copy this prompt into your AI tool:

Challenge me to plan the pacing of my IO. I will outline how I will allocate my 10 minutes — introduction, literary text analysis, non-literary text analysis, connections and conclusion — and explain how I will transition between sections. Evaluate whether my timing is realistic and whether I am allowing enough time for analysis rather than description.

What this helps you practise:

Managing time and pacing in the IO presentation

How to use it well:

Practise delivering your IO to a timer — running over or under time suggests pacing problems that need addressing before the real assessment.

Section 8

Language and Mass Communication

Language and mass communication examines how language functions in media, advertising, political discourse, digital communication and popular culture. This area of study is central to the 'language' dimension of IB Language and Literature, requiring students to analyse how language is used to inform, persuade, entertain and manipulate in public contexts.

The prompts in this section develop your ability to analyse media texts critically — examining how language constructs meaning in news reporting, advertising, political speeches, social media and digital communication. You will be challenged to consider how audience, purpose, medium and cultural context shape the language of mass communication.

IB Language and Literature expects students to be critically literate — able to identify how language is used to construct reality, shape opinion and exercise power. These prompts build the analytical skills needed for Paper 1 non-literary text analysis and for the broader critical awareness that the IB course promotes.

Prompt 78: News Framing Analysis

Copy this prompt into your AI tool:

Present me with two headlines reporting the same event from different news sources. I will analyse how each headline frames the event differently through language choices, identify the implied perspectives, and evaluate how framing shapes reader understanding. Push me to consider what is omitted as well as what is included. Extend into TOK

territory by asking me whether media can ever present objective truth, or whether all reporting is inherently a construction of knowledge.

What this helps you practise:

Analysing how news framing shapes public perception through language

How to use it well:

Compare headlines from different national contexts or political orientations to sharpen your critical media literacy.

Prompt 79: Advertising Language Strategies

Copy this prompt into your AI tool:

Give me an advertising text to analyse — including its visual elements, text and target audience. I will analyse the language strategies used — including persuasive techniques, connotation, register and mode of address — and evaluate how effectively the advertisement communicates with its target audience. Test whether my analysis addresses both verbal and visual elements.

What this helps you practise:

Analysing language and visual strategies in advertising

How to use it well:

Advertisements are a common Paper 1 text type — develop a confident analytical vocabulary for discussing how ads construct meaning.

Prompt 80: Political Rhetoric Analysis

Copy this prompt into your AI tool:

Probe my grasp of an extract from a political speech. I will analyse the rhetorical strategies employed — persuasive devices, appeals to values, inclusive and exclusive language, metaphor — and evaluate how effectively the speaker constructs a relationship with

the audience. Challenge me to identify strategies that are manipulative rather than merely persuasive.

What this helps you practise:

Analysing the language strategies of political persuasion

How to use it well:

Political speeches appear frequently in Paper 1 — develop your ability to analyse how language constructs political identities and values.

Prompt 81: Social Media Language

Copy this prompt into your AI tool:

Evaluate my ability to analyse how language functions differently on social media compared to traditional media. I will examine features such as brevity, informality, hashtags, visual-textual integration and audience interaction, and evaluate how social media language shapes public discourse. Test whether my analysis goes beyond surface-level observation.

What this helps you practise:

Analysing the distinctive features and effects of social media language

How to use it well:

Social media texts may appear in Paper 1 — understand how digital context shapes language choices and audience engagement.

Prompt 82: Propaganda Techniques

Copy this prompt into your AI tool:

Provide me with a text that uses propaganda techniques. I will identify the specific techniques — such as loaded language, bandwagon, scapegoating, appeal to fear or false dilemma — analyse how they work on the audience, and evaluate the ethical implications of these techniques. Push me to consider how propaganda differs from legitimate

persuasion. Connect to TOK by challenging me to discuss whether rhetoric is a legitimate way of producing knowledge or fundamentally a tool of manipulation.

What this helps you practise:

Identifying and analysing propaganda techniques in public discourse

How to use it well:

Understanding propaganda develops the critical literacy that IB Language and Literature values — apply these skills to both historical and contemporary texts.

Prompt 83: Language and Power in Media

Copy this prompt into your AI tool:

Challenge me to analyse how language constructs power relationships in a media text — such as an interview, news report or editorial. I will examine who is given voice, whose perspective is privileged, how sources are attributed, and what language choices reveal about power dynamics. Evaluate my depth of critical analysis.

What this helps you practise:

Analysing how media language constructs and reflects power

How to use it well:

Power analysis is central to IB Language and Literature — practise identifying how language positions audiences in relation to power.

Prompt 84: Digital Communication Conventions

Copy this prompt into your AI tool:

Give me examples of digital communication — such as text messages, emails, blog posts or online reviews — from different contexts. I will analyse how register, tone and language conventions shift across digital platforms, and discuss what these shifts

reveal about the relationship between medium and message. Test my analytical precision.

What this helps you practise:

Analysing how digital contexts shape language conventions

How to use it well:

Understanding register variation across platforms demonstrates the sociolinguistic awareness that IB Language and Literature rewards.

Prompt 85: Media Representation of Events

Copy this prompt into your AI tool:

Present me with media coverage of a significant event. I will analyse how the language used constructs a particular narrative, identify what assumptions underlie the coverage, and evaluate whose perspective is centred and whose is marginalised. Assess whether my critical reading is sufficiently rigorous.

What this helps you practise:

Critically analysing how media language constructs narratives about events

How to use it well:

Media representation analysis connects language analysis to broader social issues — strong preparation for both Paper 1 and the IO.

Prompt 86: Language and Identity in Branding

Copy this prompt into your AI tool:

Test whether I can analyse how a brand uses language to construct an identity. I will examine the brand's name, tagline, tone of voice and communication style, and analyse how these language choices create a specific brand personality and appeal to a target audience. Evaluate whether my analysis connects language choices to broader cultural values.

What this helps you practise:

Analysing how branding language constructs identity and audience appeal

How to use it well:

Branding analysis connects language, culture and commerce — use it to demonstrate the interdisciplinary thinking IB values.

Prompt 87: Evaluating Source Reliability

Copy this prompt into your AI tool:

Give me a non-literary text and ask me to evaluate its reliability as a source of information. I will analyse the language for markers of reliability or unreliability — such as hedging, citation of sources, emotive language and logical fallacies — and make a judgement about how trustworthy the text is. Challenge me if I rely on surface features alone.

What this helps you practise:

Evaluating textual reliability through language analysis

How to use it well:

Source evaluation is a critical thinking skill that underpins the entire IB Language and Literature course — practise it with diverse text types.

Prompt 88: Satire and Irony in Media

Copy this prompt into your AI tool:

Show me a satirical media text. I will identify the target of the satire, analyse the linguistic and structural techniques used to create ironic effect, and evaluate how effectively the satire communicates its critique. Push me to consider how satire relies on shared cultural knowledge between creator and audience.

What this helps you practise:

Analysing satirical techniques and their reliance on audience knowledge

How to use it well:

Satire is a sophisticated text type that may appear in
Paper 1 — develop your ability to read beneath the
surface of ironic texts.

Section 9

Writing Skills and Stylistic Analysis

Writing skills and stylistic analysis form the practical foundation of success in IB Language and Literature. This section focuses on developing the quality of your own analytical writing — clarity, precision, structure and sophistication — alongside your ability to analyse the stylistic choices of other writers. Strong writing is assessed across all components of the course.

The prompts in this section address the craft of analytical writing: how to construct clear arguments, integrate evidence effectively, use literary and linguistic terminology with precision, and develop a mature academic register. They also develop your ability to analyse style — the distinctive way a writer uses language to create effects.

IB Language and Literature rewards writing that is not only analytically strong but also well-crafted. The language criterion in every assessment component explicitly assesses the quality of your expression. These prompts help you develop writing that is precise, fluent and confident — the kind of writing that earns marks in the highest markbands.

Prompt 89: Analytical Paragraph Construction **Copy this prompt into your AI tool:**

I will write an analytical paragraph about a text. Evaluate my paragraph structure — do I make a clear point, provide specific evidence, analyse the evidence in detail, and connect my analysis to a broader argument? Identify where my paragraph is weakest and suggest specific improvements. Apply IB markband standards.

What this helps you practise:

Constructing well-structured analytical paragraphs

How to use it well:

Master the point-evidence-analysis structure before experimenting with more sophisticated paragraph forms.

Prompt 90: Embedding Quotations Effectively

Copy this prompt into your AI tool:

Give me a claim about a text and ask me to support it with embedded quotations. I will write a passage that weaves quotations seamlessly into my own sentences, explains each quotation's significance, and uses them to advance my argument. Evaluate whether my quotations are well-chosen, properly embedded and analysed rather than merely cited.

What this helps you practise:

Embedding and analysing quotations within analytical writing

How to use it well:

Short, embedded quotations are more effective than long block quotes — practise selecting the most telling phrases to quote.

Prompt 91: Literary Terminology Precision

Copy this prompt into your AI tool:

Test me on literary and linguistic terminology. Give me a term — such as 'synecdoche', 'free indirect discourse', 'deixis' or 'sibilance' — and I will define it, provide an example, and explain how to use it effectively in analytical writing. Then ask me to identify and analyse an instance in a passage. Correct any misuse. Assess whether the analytical writing techniques I demonstrate here would meet the demands of an Individual Oral (IO) commentary.

What this helps you practise:

Using literary and linguistic terminology accurately and purposefully

How to use it well:

Terminology should illuminate your analysis, not decorate it — practise using terms only when they genuinely deepen your point.

Prompt 92: Register and Tone in Analytical Writing

Copy this prompt into your AI tool:

I will submit a passage of my analytical writing. Evaluate whether my register is appropriately formal and academic, whether my tone is analytical rather than conversational or emotional, and whether my voice is confident without being arrogant. Identify specific moments where my register slips and suggest corrections.

What this helps you practise:

Maintaining an appropriate academic register in analytical writing

How to use it well:

Read academic literary criticism to absorb the register — then practise writing in that register until it becomes natural.

Prompt 93: Analysing Prose Style

Copy this prompt into your AI tool:

Supply a prose passage and ask me to analyse its style. I will examine sentence structure, diction, rhythm, use of detail, narrative pace and other stylistic features, and explain how the style contributes to the passage's meaning and effect. Push me to move beyond content analysis to genuine stylistic analysis.

What this helps you practise:

Analysing prose style as distinct from content

How to use it well:

Stylistic analysis is what distinguishes sophisticated responses — practise noticing how writers say things, not just what they say.

Prompt 94: Writing Clear Topic Sentences

Copy this prompt into your AI tool:

Give me an essay question and I will write five topic sentences for five body paragraphs. Evaluate whether each topic sentence makes a clear analytical claim, whether the progression is logical, and whether together they form a coherent argument. Identify any topic sentences that are descriptive rather than analytical.

What this helps you practise:

Crafting clear, analytical topic sentences that advance an argument

How to use it well:

Strong topic sentences act as a roadmap for your essay — if your topic sentences are clear, your essay structure will follow.

Prompt 95: Avoiding Common Writing Pitfalls

Copy this prompt into your AI tool:

Ask me to identify and correct common pitfalls in IB Language and Literature essays. I will explain issues such as plot retelling instead of analysis, feature-spotting without explaining effect, unsupported assertions, and vague language. Then give me a weak paragraph and I will rewrite it to avoid these pitfalls.

What this helps you practise:

Identifying and correcting common weaknesses in analytical writing

How to use it well:

Review your own past essays for these pitfalls —

recognising your habitual weaknesses is the first step to eliminating them.

Prompt 96: Sentence Variety and Fluency

Copy this prompt into your AI tool:

I will submit a paragraph of my analytical writing. Evaluate my sentence variety — do I use a range of sentence structures, or is my writing monotonous? Identify any awkward constructions, unnecessary repetition or unclear phrasing, and suggest how to improve fluency. Provide specific rewriting suggestions.

What this helps you practise:

Developing sentence variety and fluency in academic writing

How to use it well:

Read your writing aloud — this reveals rhythm problems and repetitive structures that are invisible on the page.

Prompt 97: Stylistic Analysis of Poetry

Copy this prompt into your AI tool:

Offer me a poem and I will analyse its stylistic features — including metre, enjambment, caesura, sound patterns, line breaks and visual layout. I will explain how these formal features interact with the poem's meaning and evaluate which stylistic choice is most significant. Assess my technical accuracy.

What this helps you practise:

Conducting detailed stylistic analysis of poetic form and technique

How to use it well:

Poetic form analysis requires specific vocabulary — ensure you can discuss prosody, lineation and sound with precision.

Prompt 98: Comparative Writing Techniques

Copy this prompt into your AI tool:

Challenge me to write a comparative paragraph that analyses two texts within the same paragraph. I will demonstrate effective use of comparative connectives, show how to move fluidly between texts, and maintain a comparative thread throughout. Evaluate whether my paragraph achieves genuine comparison or merely alternates between texts.

What this helps you practise:

Writing fluid comparative paragraphs that integrate multiple texts

How to use it well:

This skill is essential for Paper 2 — practise until you can compare texts within paragraphs rather than in separate blocks.

Prompt 99: Revision and Editing Strategies

Copy this prompt into your AI tool:

Ask me to describe my revision process for an essay. I will outline the steps I take — from structural review through paragraph-level editing to sentence-level proofreading — and explain what I look for at each stage. Then give me a draft paragraph and I will demonstrate my revision process on it. Evaluate my approach.

What this helps you practise:

Developing a systematic approach to revising analytical writing

How to use it well:

Build a personal revision checklist based on your recurring weaknesses — systematic revision is more effective than random re-reading.

Prompt 100: Transitional Phrases and Cohesion

Copy this prompt into your AI tool:

Give me two consecutive analytical paragraphs I have written. I will evaluate the transition between them — is the shift logical, is there a clear connection, does the second paragraph build on the first? Then I will rewrite the transition to improve cohesion. Assess whether my revised transition strengthens the overall argument flow.

What this helps you practise:

Creating effective transitions that strengthen essay cohesion

How to use it well:

Cohesion is part of the organisation criterion in every IB assessment — smooth transitions signal a well-structured mind to examiners.

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