

# IBDP ENGLISH 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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ISBN: [TO BE ASSIGNED]

First published 2026

## How to Use This Book

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

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

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

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

This book is designed for students studying English 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 literature study differs significantly from national curricula such as A-levels or the AP system. IB Literature is assessed through external examinations (Paper 1: Guided Literary Analysis and Paper 2: Comparative Essay) and internal assessment (the Individual Oral), each with specific assessment criteria and markband descriptors.

The IB Literature course is offered at both Standard Level (SL) and Higher Level (HL). SL students study nine literary works from a range of genres, periods and places, while HL students study thirteen. HL students also complete an additional assessment component — the Higher Level Essay — a formal, independently written essay on a work studied in the course. 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 Literature is organised around three areas of exploration — Readers, Writers and Texts; Time and Space; and Intertextuality — and seven central concepts: identity, culture, creativity, communication, perspective, transformation and representation. Students study works in translation alongside works originally written in the language of study, fostering international-mindedness and cross-cultural literary understanding.

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, and understanding these distinctions 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 analytical complexity.

Whether you are studying in Asia, Europe, the Americas, Africa or Australasia, these prompts are applicable to your IB Literature course. They are curriculum-aligned to the IB Literature guide, structured to develop the close reading, comparative analysis 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 Literature. It focuses on the relationship between the author, the literary text and the reader, examining how meaning is shaped by the choices writers make and the perspectives readers bring. This area encourages students to consider how texts are produced within specific contexts and how they are received by diverse audiences across time and place.

The prompts in this section develop your ability to analyse how authorial choices — in narrative perspective, structure, characterisation, imagery and language — shape meaning and reader response. You will also explore how your own identity as a reader influences your interpretation, and how different readers can construct different but valid meanings from the same text.

IB Literature rewards students who demonstrate awareness of the complex relationship between writer, text and reader. As you work through these prompts, focus on articulating not just what a text means but how it means — the specific choices through which writers create effects and the ways readers actively construct interpretation.

### **Prompt 1: Authorial Intent and Reader Interpretation**

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

*Present me with a literary text and two contrasting interpretations. I will analyse the textual evidence supporting each reading, evaluate which interpretation is more convincing, and discuss*

*whether authorial intent should determine meaning or whether the reader's interpretation is equally valid. Challenge me to engage with the theoretical dimension of this debate. As a TOK extension, evaluate whether the meaning of a literary text resides in the author's intention, the text itself, or the reader's interpretation — and what this implies about how we construct knowledge.*

**What this helps you practise:**

Evaluating competing interpretations and the role of authorial intent

**How to use it well:**

This theoretical awareness underpins the entire IB Literature course — strong candidates show they understand that interpretation is contested.

**Prompt 2: Narrative Perspective Analysis**

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

*Name a literary work and I will analyse its narrative perspective — first person, third person limited, omniscient, unreliable narrator or another technique. I will explain how the chosen perspective shapes the reader's access to information, sympathy and understanding, and evaluate what would change if a different perspective had been used. Test my depth of analysis.*

**What this helps you practise:**

Analysing how narrative perspective shapes meaning and reader experience

**How to use it well:**

Narrative perspective is one of the most significant authorial choices — ensure you can discuss it with sophistication for any text you study.

**Prompt 3: Characterisation Techniques**

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

*Give me a character from a literary work. I will analyse how the author constructs this character through dialogue, action, description, interior monologue and the responses of other characters. Then I will evaluate how the characterisation serves the text's broader thematic concerns. Assess whether my analysis connects characterisation to theme. Consider how this character analysis could anchor an Individual Oral (IO) exploring a global issue such as power, inequality or identity.*

**What this helps you practise:**

Analysing methods of characterisation and their thematic significance

**How to use it well:**

Move beyond describing what characters are like to explaining how they are constructed — IB examiners reward analysis of method.

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**Prompt 4: The Reader's Context**

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

*Ask me to discuss how my own context — cultural background, personal experience, historical moment — shapes my reading of a literary text. I will identify specific moments where my response may differ from that of another reader, and analyse what this reveals about the nature of literary interpretation.*

*Push me to be genuinely reflective rather than formulaic.*

**What this helps you practise:**

Articulating how reader context influences literary interpretation

**How to use it well:**

Personal response is valued in IB Literature when it is analytical — practise connecting your reading to broader interpretive questions.

## **Prompt 5: Opening Passages and Reader Expectations**

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

*Present me with the opening passage of a literary work. I will analyse how the opening establishes tone, introduces key concerns, and sets up reader expectations. I will also evaluate the techniques used to engage the reader from the outset.*

*Challenge me to consider how the opening relates to the work as a whole. Extend into TOK by discussing whether knowledge of an author's biography and context is necessary for understanding a text, or whether the text should stand alone.*

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

Analysing how openings establish expectations and introduce concerns

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

Opening passages are a common focus in Paper 1 — develop the skill of reading openings as concentrated expressions of a text's concerns.

## **Prompt 6: Symbolism and Extended Metaphor**

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

*Name a literary work and a symbol or extended metaphor within it. I will analyse how the symbol functions — what it represents, how its meaning develops across the text, and how it contributes to the work's thematic complexity. Evaluate whether my analysis traces the symbol's development rather than treating it as static.*

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

Tracing the development and significance of literary symbols

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

Symbols gain meaning through context and repetition — practise tracing how a symbol's significance shifts across a work.

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### **Prompt 7: Endings and Their Effects**

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

*Give me the ending of a literary work. I will analyse how the ending resolves or deliberately refuses to resolve the text's central concerns, evaluate its emotional and thematic impact, and discuss whether it is satisfying, ambiguous or provocative. Test whether my analysis connects the ending to the work's broader patterns.*

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

Analysing the significance and effect of literary endings

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

Endings reveal a great deal about a writer's vision — prepare to discuss how endings shape retrospective understanding of the whole work.

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### **Prompt 8: Genre Conventions and Subversion**

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

*Ask me to analyse how a literary work engages with genre conventions. I will identify the genre, explain its key conventions, analyse how the text conforms to or subverts these conventions, and evaluate the effect of any subversion on the reader's experience. Test whether I understand the expectations being manipulated.*

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

Analysing how texts use and subvert genre conventions

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

Genre awareness enriches your analysis — understanding what readers expect allows you to explain the effect when expectations are disrupted.

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### **Prompt 9: The Role of Setting in Characterisation**

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

*Present me with a literary work where setting is closely linked to character development. I will analyse how the setting reflects, constrains or transforms the protagonist, and evaluate the extent to which the character is shaped by their environment. Challenge me to consider whether the character shapes the setting in return.*

**What this helps you practise:**

Analysing the interplay between setting and character development

**How to use it well:**

Setting-character analysis reveals the sophistication of your reading — IB examiners reward responses that see these elements as interconnected.

**Prompt 10: Tension and Conflict Construction**

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

*Name a literary work and I will analyse how the author constructs tension or conflict — through plot structure, pacing, dialogue, dramatic irony or other techniques. I will evaluate which technique is most effective in creating tension and explain how the management of tension contributes to the reader's engagement. Assess my analytical specificity.*

**What this helps you practise:**

Analysing how writers construct and manage tension

**How to use it well:**

Tension analysis requires attention to craft — focus on how the writer controls the reader's experience moment by moment.

**Prompt 11: Works in Translation**

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

*Challenge me to discuss the implications of reading a literary work in translation. I will consider what may be lost or transformed in translation — rhythm,*

*wordplay, cultural specificity, register — and evaluate how reading in translation affects interpretation. Push me to consider specific examples rather than making general claims.*

**What this helps you practise:**

Reflecting on the interpretive implications of reading  
in translation

**How to use it well:**

IB Literature requires study of works in translation  
— demonstrating awareness of translation issues  
shows sophisticated literary thinking.

## Section 2

### Time and Space

Time and Space is the second area of exploration in IB Literature. It examines how literary texts are shaped by and reflect their historical, cultural and geographic contexts, and how texts create their own temporal and spatial dimensions through narrative structure, setting and the manipulation of time. This area also considers how the meaning of texts changes as they travel across time and space to reach new audiences.

The prompts in this section develop your ability to analyse how context informs literary creation, how writers manipulate time and space within their works, and how texts resonate differently in different historical and cultural moments. You will be challenged to balance contextual knowledge with close textual analysis — a balance that is central to strong IB Literature responses.

IB Literature values responses that demonstrate how texts both emerge from and transcend their contexts. These prompts build the skills needed to discuss a text's historical rootedness while also exploring its capacity to speak to readers across time and place — a key element of the international-mindedness that the IB promotes.

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#### **Prompt 12: Historical Context and Literary Form**

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

*Name a literary work and its historical context. I will analyse how the historical moment shapes not just the content but the form of the text — its structure, style, language and genre choices. Evaluate whether*

*my analysis demonstrates that context influences how a text is written, not just what it is about.*

**What this helps you practise:**

Analysing how historical context shapes literary form

**How to use it well:**

Go beyond using context as background — IB examiners reward responses that show how context penetrates the very form of a text.

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**Prompt 13: Setting as Thematic Device**

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

*Give me a literary work where setting functions as more than backdrop. I will analyse how the setting embodies the text's themes, explain how the writer uses spatial description to create meaning, and evaluate the relationship between physical space and psychological or social conditions. Test my ability to read setting symbolically.*

**What this helps you practise:**

Analysing setting as a thematic and symbolic device

**How to use it well:**

Setting analysis that connects to theme demonstrates sophisticated reading — practise this for every text you study.

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**Prompt 14: Non-Linear Narrative and Meaning**

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

*Present me with a text that uses non-linear chronology. I will analyse the effect of the temporal disruption on the reader, explain how the reordering of events creates meaning that a linear structure would not, and evaluate the relationship between the order of telling and the order of events. Push me to explain why the structure matters.*

**What this helps you practise:**

Analysing the effects and significance of non-linear narrative

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

When discussing structure, always connect it to meaning — ask yourself what the structure reveals that a different arrangement would conceal.

### **Prompt 15: Literature and Social Change**

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

*Challenge me to analyse a literary work that engages with social change — revolution, reform, shifting values. I will examine how the text represents change, whether it advocates or resists transformation, and evaluate the extent to which literature can itself be an agent of social change. Test whether my analysis avoids reducing the text to a political message.*

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

Analysing how literature engages with and represents social change

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

Avoid treating texts as mere social documents — IB Literature values analysis that sees texts as complex artistic responses to their moment.

### **Prompt 16: Postcolonial Reading**

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

*Ask me to apply a postcolonial reading to a literary text. I will identify how the text represents colonial power relations, analyse the language and structural choices that reflect or challenge colonial perspectives, and evaluate the text's engagement with issues of cultural identity and resistance. Test whether my reading is nuanced rather than reductive. Assess whether this understanding of temporal structure could strengthen an Individual Oral (IO) connecting the text to a global issue.*

**What this helps you practise:**

Applying postcolonial perspectives to literary analysis

**How to use it well:**

Postcolonial reading is particularly relevant for works in translation and texts from diverse cultural contexts — strengthen this skill for the IO.

**Prompt 17: Memory and Time in Literature**

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

*Examine my reading of a text that explores memory. I will analyse the techniques the writer uses to represent memory — tense shifts, fragmentation, sensory detail, unreliable recall — and evaluate how the treatment of memory shapes the text's thematic concerns. Challenge me to explain the relationship between how memory is structured and what it means.*

**What this helps you practise:**

Analysing literary techniques for representing memory and time

**How to use it well:**

Memory is a rich literary theme — prepare to discuss how form mirrors the fragmentary nature of remembered experience.

**Prompt 18: Exile and Displacement in Literature**

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

*Present me with a literary work that deals with exile, displacement or migration. I will analyse how the text represents the experience of dislocation, examine the language used to convey loss and adaptation, and evaluate how the writer's own position — insider or outsider — shapes the representation. Assess whether my analysis engages with complexity.*

**What this helps you practise:**

Analysing literary representations of exile and displacement

**How to use it well:**

Displacement connects to IB Literature's emphasis on international-mindedness — prepare examples from different literary traditions.

**Prompt 19: Canonical Texts in Contemporary Reading**

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

*Give me a canonical literary text and ask me to discuss how it reads in a contemporary context. I will analyse which aspects of the text remain powerful, which may be problematic for modern readers, and evaluate whether contemporary concerns illuminate or distort the original text. Push me to balance historical awareness with present-day values.*

**What this helps you practise:**

Evaluating how canonical texts function in contemporary reading contexts

**How to use it well:**

The tension between historical context and contemporary values is central to IB Literature — practise navigating this thoughtfully.

**Prompt 20: Literature Across Borders**

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

*Challenge me to discuss how a literary work travels across cultural borders. I will analyse what happens to the text's meaning when it reaches readers in a different cultural context, evaluate whether certain meanings are lost or new ones created, and discuss what this reveals about the relationship between literature and culture. Test my nuance.*

**What this helps you practise:**

Analysing how literary meaning shifts across cultural contexts

**How to use it well:**

This prompt develops the cross-cultural awareness that is central to IB Literature's requirement to study diverse literary traditions.

**Prompt 21: The Pastoral and Urban in Literature**

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

*Ask me to analyse how a text uses the contrast between pastoral and urban spaces. I will examine what values each space represents, how characters move between them, and evaluate whether the text idealises or complicates the pastoral-urban distinction. Test whether my analysis sees beyond simple rural-good, urban-bad dichotomies.*

**What this helps you practise:**

Analysing the literary use of pastoral and urban spatial contrasts

**How to use it well:**

Spatial contrasts often encode thematic tensions — practise reading landscape as a carrier of meaning in every text you study.

**Prompt 22: Temporal Perspective and Hindsight**

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

*Test my ability to analyse text that uses temporal perspective — a narrator looking back on events, a retrospective structure, or dramatic irony created by the reader's historical knowledge. I will analyse how temporal distance shapes meaning, and evaluate what is gained or lost through the gap between the time of events and the time of narration. Assess my analytical depth.*

**What this helps you practise:**

Analysing how temporal distance and retrospection  
shape literary meaning

**How to use it well:**

Temporal perspective is a powerful analytical tool —  
it explains why the same events can mean different  
things when narrated from different temporal  
positions.

## Section 3

### Intertextuality

Intertextuality is the third area of exploration in IB Literature. It examines how literary texts connect to, respond to and transform other texts, exploring the rich web of relationships that exists between works of literature across time, culture and genre. This area develops your understanding that no text exists in isolation — every text is part of an ongoing literary conversation.

The prompts in this section challenge you to identify and analyse connections between texts — thematic parallels, formal echoes, direct allusions, genre relationships, rewritings and responses. You will be expected to move beyond surface-level comparison to analyse how texts illuminate, challenge or transform each other through these connections.

IB Literature rewards students who can make meaningful intertextual connections and sustain comparative arguments. These prompts develop the comparative and synthetic thinking that is essential for Paper 2, where you must construct a sustained argument comparing two works, and for the IO, where you must connect a literary text to a body of work or non-literary text through a global issue.

#### **Prompt 23: Allusion and Enrichment**

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

*Name a literary text that contains significant allusions to another work — biblical, mythological, literary or cultural. I will identify the allusions, analyse how they enrich the text's meaning, and evaluate whether the text depends on the reader recognising the allusion or whether it functions*

*independently. Test my knowledge of the source material.*

**What this helps you practise:**

Analysing how allusions create layers of literary meaning

**How to use it well:**

Allusion analysis demonstrates reading depth — prepare to discuss how recognition of allusions transforms interpretation.

**Prompt 24: Literary Rewriting and Revision**

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

*Challenge me to examine literary text that rewrites or revises an earlier work — such as a postcolonial rewriting, a gender-reversed retelling or a modern adaptation. I will analyse what the rewriting changes, what it preserves, and evaluate the relationship between the two texts. Push me to consider what the rewriting reveals about both texts.*

**What this helps you practise:**

Analysing the relationship between literary texts and their rewritings

**How to use it well:**

Rewriting is a rich form of intertextuality — it reveals how later writers interrogate the assumptions of earlier texts.

**Prompt 25: Thematic Comparison Across Periods**

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

*Give me two literary texts from different historical periods that explore a shared theme. I will compare how each period's values and concerns shape the treatment of the theme, analyse the formal differences that reflect these contexts, and evaluate what is gained from reading the texts together.*

*Assess my comparative depth.*

**What this helps you practise:**

Comparing thematic treatment across different literary periods

**How to use it well:**

Cross-period comparison is excellent Paper 2 preparation — it shows your ability to contextualise while comparing.

**Prompt 26: Genre and Intertextual Dialogue**

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

*Challenge me to analyse how a literary text engages with the conventions of its genre — accepting, modifying or rejecting them. I will identify the genre, explain the relevant conventions, analyse how the text responds to them, and evaluate what this genre dialogue reveals about the text's values and concerns. Test my genre knowledge. Evaluate how this intertextual awareness could enrich an Individual Oral (IO) that links a literary work to a broader global issue.*

**What this helps you practise:**

Analysing how texts engage in dialogue with genre conventions

**How to use it well:**

Genre is a form of intertextuality — every text responds to reader expectations created by previous texts in the same genre.

**Prompt 27: Influence and Literary Tradition**

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

*Ask me to trace the influence of one literary work on another. I will identify specific elements that suggest influence — thematic concerns, stylistic features, structural choices — and analyse how the later text transforms rather than simply imitates the earlier one. Evaluate whether I distinguish between influence and imitation.*

**What this helps you practise:**

Tracing literary influence and analysing how it manifests

**How to use it well:**

Understanding literary tradition enriches your reading — IB examiners value candidates who can situate texts within literary conversations.

**Prompt 28: Parody and Critique**

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

*Assess whether I can interpret literary text that parodies or critiques another work or genre. I will analyse how the parody works — what techniques create the parodic effect — and evaluate what the parody reveals about the limitations or assumptions of its target. Push me to explain the serious purpose beneath the comic surface.*

**What this helps you practise:**

Analysing how literary parody functions as critique

**How to use it well:**

Parody requires sophisticated reading — understanding both the target and the critique demonstrates the dual awareness IB examiners reward.

**Prompt 29: Archetypal Patterns in Literature**

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

*Give me a literary text and ask me to identify an archetypal pattern — the quest, the fall, the journey, death and rebirth. I will explain how the archetype operates in the text, analyse whether the text follows or subverts the pattern, and evaluate what the use of archetype reveals about the text's relationship to literary tradition. Test my critical awareness.*

**What this helps you practise:**

Identifying and analysing archetypal patterns in literary texts

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

Archetypes provide a powerful comparative framework — but ensure you analyse specific texts rather than generalising about patterns.

### **Prompt 30: Epigraphs and Framing Texts**

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

*Name a literary text that uses an epigraph — a quotation from another work at the beginning. I will analyse how the epigraph frames the reader's expectations, what intertextual relationship it establishes, and evaluate how the meaning of the epigraph shifts once you have read the whole work.*

*Challenge me to consider the epigraph as a deliberate interpretive signal.*

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

Analysing the intertextual function of epigraphs

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

Epigraphs are often overlooked — analysing them shows attention to paratextual elements that IB examiners appreciate.

### **Prompt 31: Comparing Endings Across Texts**

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

*Present me with two literary texts that end in markedly different ways — one with resolution, one with ambiguity, or one tragically and one with hope.*

*I will compare the endings, analyse what each reveals about the text's vision, and evaluate how the choice of ending shapes the reader's final interpretation. Assess my comparative insight.*

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

Comparing how endings shape meaning and vision across texts

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

Comparing endings is an effective Paper 2 strategy

— endings crystallise a text's thematic vision and offer rich comparative material.

**Prompt 32: Intertextuality and the Canon**

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

*Challenge me to discuss how a text's relationship to the literary canon shapes its meaning. I will analyse whether the text aligns with, challenges or seeks entry into canonical traditions, and evaluate how awareness of the canon enriches or complicates interpretation. Push me to consider whose canon and what values it represents.*

**What this helps you practise:**

Analysing how texts relate to and are positioned by literary canons

**How to use it well:**

Canon awareness connects to broader IB concepts of representation and power — whose stories are valued and why.

**Prompt 33: Motifs Across Literary Traditions**

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

*Ask me to trace a literary motif — such as the double, the garden, the journey or the mask — across two texts from different literary traditions. I will analyse how each tradition shapes the motif's meaning, compare the cultural values embedded in each treatment, and evaluate what the comparison reveals. Test my cross-cultural literary knowledge.*

**What this helps you practise:**

Comparing motif treatment across different literary traditions

**How to use it well:**

Cross-tradition motif analysis demonstrates the international literary awareness that distinguishes top IB Literature candidates.

## Section 4

### Guided Literary Analysis (Paper 1)

Paper 1 is the Guided Literary Analysis component of IB Literature. SL students analyse one unseen literary text from a choice of two, while HL students analyse two unseen literary texts — one poetry and one prose. A guiding question accompanies each text to focus the analysis. This examination tests your ability to conduct close reading of unfamiliar literary texts under timed conditions.

The prompts in this section develop the close reading skills essential for Paper 1 success. You will practise analysing a range of literary forms — prose fiction, poetry, drama extracts and literary non-fiction — developing a systematic approach that you can apply to any unseen text. The emphasis is on analytical precision, responsiveness to the guiding question, and the ability to explain how literary techniques create meaning.

IB Paper 1 rewards responses that demonstrate genuine engagement with the text — not formulaic analysis but thoughtful, responsive reading that shows you understand how literature works. These prompts help you develop the confidence to approach any unseen text, identify its most significant features, and construct a focused analytical argument.

#### **Prompt 34: First Reading Strategies**

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

*Give me an unseen literary text. I will describe my first reading process — what I notice initially, how I begin to identify the text's concerns, and how I use the guiding question to focus my thinking. Then present me with the guiding question and I will*

*explain how it redirects or confirms my initial reading. Evaluate my reading process.*

**What this helps you practise:**

Developing systematic first-reading strategies for unseen texts

**How to use it well:**

A purposeful first reading saves time — practise reading with analytical awareness from the first line.

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**Prompt 35: Poetry Analysis Framework**

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

*Present me with an unseen poem and a guiding question. I will analyse the poem's form, structure, imagery, sound patterns and thematic concerns, demonstrating how these elements work together to create meaning. Evaluate whether my analysis is integrated — connecting form to content — or whether I treat them separately.*

**What this helps you practise:**

Conducting integrated analysis of unseen poetry

**How to use it well:**

For poetry, always consider how form enacts meaning — the shape of a poem on the page, its rhythm and lineation are integral to its effect.

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**Prompt 36: Prose Extract Analysis**

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

*Give me an unseen prose extract and a guiding question. I will analyse narrative perspective, prose style, characterisation, setting and thematic implications, showing how the writer's choices shape the reader's experience. Assess whether my analysis addresses the specific qualities of prose as a form.*

**What this helps you practise:**

Analysing unseen prose extracts with attention to prose-specific techniques

**How to use it well:**

Prose analysis requires attention to sentence-level craft — rhythm, syntax, diction — as well as narrative technique.

**Prompt 37: Responding to the Guiding Question**

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

*Give me a text and its guiding question. I will write an analytical response that directly and consistently addresses the guiding question, using it as a lens for my entire analysis. Evaluate whether I stay focused on the question throughout or drift into general analysis that loses sight of the specific angle the question invites.*

**What this helps you practise:**

Maintaining consistent focus on the guiding question

**How to use it well:**

The guiding question is your analytical compass — every paragraph should demonstrably address it.

**Prompt 38: Tone and Atmosphere in Unseen Texts**

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

*Give me a literary extract and ask me to analyse its tone and atmosphere. I will identify the dominant tone, trace any tonal shifts, and explain precisely which textual features — diction, syntax, imagery, rhythm — create the tone. Challenge me to be specific rather than vague in my identification of tone.*

**What this helps you practise:**

Identifying and analysing tone with precise textual evidence

**How to use it well:**

Develop a rich vocabulary for describing tone — 'sad' or 'happy' will not earn marks; 'elegiac', 'sardonic' or 'restrained' demonstrate precision.

**Prompt 39: Imagery Patterns and Cumulative Effect**

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

*Set me a timed analysis of text rich in imagery. I will identify the dominant image patterns — whether visual, auditory, tactile or olfactory — trace how they develop across the text, and analyse their cumulative thematic effect. Evaluate whether I look at the imagery as a whole rather than picking out isolated examples.*

**What this helps you practise:**

Tracing and analysing cumulative imagery patterns

**How to use it well:**

Pattern recognition is key — IB examiners reward responses that show how individual images contribute to a larger design.

**Prompt 40: Structure in Unseen Texts**

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

*Ask me to analyse the structure of an unseen text — its organisation, movement, turning points and the relationship between its parts. I will explain how the structure shapes meaning, identify the most significant structural feature, and evaluate why the writer chose this arrangement. Test whether I integrate structural analysis with language analysis.*

**What this helps you practise:**

Analysing structural choices and their contribution to meaning

**How to use it well:**

Structure is often under-analysed in Paper 1 — practise identifying structural patterns as your starting point rather than an afterthought.

**Prompt 41: Drama Extract Analysis**

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

*Give me an unseen drama extract. I will analyse how meaning is created through dialogue, stage directions, subtext, dramatic irony and the relationship between characters. Evaluate whether my analysis accounts for the performative dimension of drama — how the text functions on stage, not just on the page.*

**What this helps you practise:**

Analysing drama extracts with attention to theatrical dimension

**How to use it well:**

Drama analysis must consider performance — think about what an audience sees and hears, not just what a reader reads.

**Prompt 42: Paper 1 Essay Planning**

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

*Present me with an unseen text and guiding question. I will produce a detailed essay plan within 10 minutes — including my thesis, paragraph topics, key evidence and how I will address the guiding question in each paragraph. Time me, then evaluate whether my plan would produce a focused, coherent response.*

**What this helps you practise:**

Planning Paper 1 responses efficiently under time pressure

**How to use it well:**

A 10-minute plan is the foundation of a strong Paper 1 — practise until planning feels natural and productive rather than time-consuming.

**Prompt 43: Comparative Analysis for HL Paper 1**

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

*If you are an HL student, give me two unseen texts — one poetry and one prose — and I will analyse*

*each, identifying connections and contrasts between them in terms of theme, technique and effect.*

*Evaluate whether my analysis of each text is sufficiently detailed and whether I identify meaningful points of comparison. This is specifically for HL Paper 1 preparation.*

**What this helps you practise:**

Analysing two unseen texts with attention to connections (HL)

**How to use it well:**

HL students must analyse two texts — practise managing your time so that both texts receive thorough, balanced analysis.

**Prompt 44: Inferring Context from Unseen Texts**

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

*Challenge me to infer the context of an unseen text using only internal evidence — language, style, subject matter, references and form. I will explain what clues the text provides about its period, culture and genre, and discuss how these inferences shape my interpretation. Evaluate the plausibility of my inferences.*

**What this helps you practise:**

Making informed contextual inferences from textual evidence alone

**How to use it well:**

In Paper 1, you must work without external knowledge — practise reading texts for the contextual clues embedded within them.

## Section 5

### Comparative Essay (Paper 2)

Paper 2 is the Comparative Essay component of IB Literature. Students respond to a general question by writing a comparative essay on two of the works they have studied. The examination tests your ability to construct a sustained comparative argument that analyses how two texts explore a shared concern through different literary means, supported by detailed textual evidence.

The prompts in this section develop the comparative thinking, essay structuring and argumentative skills that Paper 2 demands. You will practise identifying productive points of comparison, constructing essays that maintain a genuine comparative thread, and deploying evidence from both texts with analytical precision.

IB Paper 2 rewards responses that achieve genuine integration — where analysis of both texts is woven together throughout rather than presented sequentially. These prompts help you develop the ability to think and write comparatively, using one text to illuminate the other and building an argument that is greater than the sum of its parts.

#### **Prompt 45: Finding the Analytical Thread**

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

*Give me a Paper 2 question and two literary works. I will identify the most productive analytical thread for comparison — the angle that will allow me to sustain a genuinely comparative argument for the full essay. Evaluate whether my chosen thread is analytically rich enough or whether a different angle would be more productive.*

**What this helps you practise:**

Identifying the most productive angle for sustained comparison

**How to use it well:**

The analytical thread is your essay's spine — spend time choosing the right one rather than rushing into writing.

**Prompt 46: Integrated Comparative Paragraphs**

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

*Quiz me on a comparative point and two literary works. I will write a body paragraph that analyses both texts within the same paragraph, using one to illuminate the other. Evaluate whether my paragraph is genuinely comparative — moving between texts to build an argument — or merely alternating between them.*

**What this helps you practise:**

Writing body paragraphs that genuinely integrate analysis of two texts

**How to use it well:**

Practise the alternating approach — discuss Text A, then Text B within the same paragraph, connected by a comparative insight.

**Prompt 47: Comparing Literary Technique**

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

*Ask me to compare how two literary works use the same technique — such as symbolism, irony, narrative voice or dialogue — to achieve different effects. I will analyse the specific use of the technique in each text and evaluate what the comparison reveals about each work's concerns. Test my depth of technical analysis.*

**What this helps you practise:**

Comparing the use and effect of shared techniques across texts

**How to use it well:**

Technique-based comparison shows analytical sophistication — it goes beyond thematic similarity to examine how texts work as literature.

**Prompt 48: Contextual Comparison**

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

*Challenge me to compare how the contexts of two literary works shape their treatment of a shared theme. I will analyse how each context influences content and form, compare the different ways each work responds to its moment, and evaluate whether context or artistry is more significant in explaining the differences. Assess my analytical balance.*

**What this helps you practise:**

Comparing how context shapes literary treatment of themes

**How to use it well:**

Context should serve your comparison, not replace it — ensure that contextual discussion is always connected to textual analysis.

**Prompt 49: Constructing a Comparative Thesis**

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

*Give me a Paper 2 question. I will write three different thesis statements, each offering a different interpretive angle on the comparison. Evaluate which thesis is strongest — most arguable, most focused, most likely to sustain a full essay — and explain why. Push me to develop a thesis that makes a genuine claim rather than merely stating a topic.*

**What this helps you practise:**

Crafting arguable and focused comparative thesis statements

**How to use it well:**

Your thesis should state not just what you will

compare but what you argue the comparison reveals  
— this interpretive edge is essential.

### **Prompt 50: Handling Different Genres in Comparison**

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

*Provide me with a comparison between works of different genres — a novel and a play, or a poem and a novella. I will explain how to compare meaningfully across genres, acknowledge the formal differences without letting them prevent comparison, and demonstrate that genre difference can be analytically productive. Evaluate my approach.*

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

Comparing texts across genres without reducing either to the other's terms

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

Cross-genre comparison requires flexibility — adapt your analytical vocabulary to each genre while maintaining a shared comparative focus.

### **Prompt 51: Comparative Conclusions**

#### **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 insight, and offer a final evaluative judgement about what the comparison reveals. Evaluate whether my conclusion adds analytical value or merely summarises what I have already said.*

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

Writing conclusions that synthesise comparative arguments with insight

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

A strong conclusion answers the implicit question

'So what?' — it explains why the comparison matters, not just what it shows.

**Prompt 52: Using IB Command Terms Effectively**

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

*Give me three Paper 2 questions using different command terms — 'discuss', 'examine' and 'to what extent'. I will explain how each command term shapes my approach, outline the different structures each demands, and demonstrate the distinction through sample openings. Assess my command term awareness.*

**What this helps you practise:**

Adapting essay approach to different IB command terms

**How to use it well:**

Command terms are precise instructions — 'discuss' invites balanced exploration while 'to what extent' demands evaluative judgement.

**Prompt 53: Evidence Selection for Paper 2**

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

*Show me a comparative point about two texts. I will select the most effective evidence from each work — choosing passages that are rich enough for close reading and directly relevant to my comparison. Evaluate whether my evidence choices are well-matched and analytically productive.*

**What this helps you practise:**

Selecting evidence that strengthens comparative arguments

**How to use it well:**

Choose evidence pairs that illuminate each other — matched quotations from both texts create the most powerful comparative effects.

## **Prompt 54: Timed Paper 2 Planning**

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

*Give me a Paper 2 question and two works. I will produce a complete essay plan in 10 minutes — thesis, four to five comparative paragraph topics, key evidence from both texts, and a note on my conclusion. Time me and evaluate whether my plan would produce a focused, sustained comparative essay.*

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

Planning comparative essays efficiently under exam conditions

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

Regular timed planning builds the mental agility needed for Paper 2 — aim for a plan that you could hand to someone else and they could write the essay.

## **Prompt 55: Comparative Analysis of Character**

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

*Challenge me to compare characters from two different literary works. I will go beyond surface similarities to analyse how each character functions within their text, compare the methods of characterisation used, and evaluate what the comparison reveals about each text's vision. Push me to avoid simplistic character matching.*

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

Comparing characterisation methods and their significance across texts

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

Character comparison is the most common Paper 2 approach — but the best responses compare methods and functions, not just traits.

## Section 6

### Higher Level Essay

The Higher Level Essay is an additional assessment component for HL students in IB 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 studied in the course. The essay is externally assessed and requires students to demonstrate sophisticated literary 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 compelling line of inquiry and formulating a focused question through to structuring the argument, conducting close reading, and refining the writing to meet IB standards. These prompts develop the independent critical engagement 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 address all four areas, helping you produce an essay that demonstrates genuine personal engagement with your chosen text, sustained close reading, and a well-structured argument that rewards careful reading.

#### **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 literary work I have studied. Evaluate whether it is sufficiently focused for 1200-1500 words, analytically productive, and genuinely literary rather than merely thematic or biographical.*

*Suggest refinements that would sharpen my focus and deepen my analytical potential.*

**What this helps you practise:**

Formulating and refining a focused literary line of inquiry

**How to use it well:**

A line of inquiry that asks how rather than what tends to produce stronger essays — it focuses on technique and effect rather than content summary.

**Prompt 57: HL Essay Thesis Development**

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

*Present my HL Essay thesis statement for evaluation. I will explain what argument I am making, how it relates to my line of inquiry, and why it is arguable rather than merely descriptive. Give me feedback on whether my thesis is clear, focused and capable of sustaining a 1200-1500 word argument. Help me strengthen it.*

**What this helps you practise:**

Crafting a clear, arguable thesis for the HL Essay

**How to use it well:**

Test your thesis by asking whether a thoughtful reader could disagree with it — if not, it may be too obvious to sustain a strong essay.

**Prompt 58: Close Reading for HL Essay**

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

*Give me a passage from my chosen text that is central to my argument. I will conduct a detailed close reading, identifying how specific literary techniques support my thesis. Evaluate whether my close reading is sufficiently detailed — do I analyse individual words and structures, or do I skim the surface? Push me to go deeper.*

**What this helps you practise:**

Conducting deep close reading that supports a sustained argument

**How to use it well:**

The HL Essay should include at least two passages of sustained close reading — this is where you demonstrate genuine literary sensitivity.

**Prompt 59: Paragraph Coherence and Progression**

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

*I will share three consecutive body paragraphs from my HL Essay draft. Evaluate whether each paragraph makes a distinct analytical point, whether the progression between paragraphs is logical and builds my argument, and whether transitions are effective. Identify any paragraphs that repeat rather than advance my argument.*

**What this helps you practise:**

Ensuring logical progression and coherence across paragraphs

**How to use it well:**

Read your paragraphs' topic sentences in sequence — they should form a mini-argument that reveals the logic of your essay.

**Prompt 60: Engaging with Critical Perspectives**

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

*Ask me how I plan to engage with critical perspectives in my HL Essay. I will explain which critics or theoretical approaches I might reference, demonstrate how I would integrate them into my argument, and show that I can engage critically with these perspectives rather than simply citing them as authorities. Evaluate my critical independence.*

**What this helps you practise:**

Engaging critically with secondary sources and theoretical perspectives

**How to use it well:**

Critical engagement means thinking with and sometimes against your sources — do not let critics replace your own analytical voice.

**Prompt 61: HL Essay Introduction Writing**

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

*Challenge me to draft 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 analytical approach. Evaluate whether my introduction is engaging, efficiently focused and sets up my argument clearly. Compare it to what top-markband introductions achieve.*

**What this helps you practise:**

Drafting introductions that efficiently establish the essay's argument

**How to use it well:**

Keep your introduction concise — it should set up your argument in approximately 150 words, leaving maximum space for analysis.

**Prompt 62: Language and Style Assessment**

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

*I will submit a section of my HL Essay for language assessment. Evaluate whether my register is appropriately academic, my literary terminology is used correctly, my sentences are well-crafted, and my expression is clear and precise. Identify specific passages where language could be improved and suggest revisions.*

**What this helps you practise:**

Refining academic literary prose for the HL Essay

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

Language is a separate assessment criterion — polished, precise writing can lift your mark even when analytical content is strong.

### **Prompt 63: HL Essay Conclusion**

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

*Ask me to write a conclusion for my HL Essay. I will synthesise my argument, demonstrate how my analysis has developed through the essay, and offer a final reflective insight that adds value. Evaluate whether my conclusion merely summarises or genuinely concludes by revealing something new about my argument.*

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

Writing conclusions that synthesise and extend the analytical argument

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

Your conclusion should feel like the culmination of a journey of thought — the reader should understand something new by the end.

### **Prompt 64: Self-Assessment Against HL Essay Criteria**

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

*I will share my complete HL Essay draft. Assess it against the four IB criteria: knowledge and understanding, analysis and evaluation, focus and organisation, and language. For each criterion, indicate which markband my work falls in and give specific, actionable advice for improvement. Be rigorous and honest.*

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

Self-evaluating HL Essay drafts against IB assessment criteria

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

Submit your draft for assessment at multiple stages

of revision — track your improvement against specific criteria.

**Prompt 65: Revision Strategy**

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

*I will describe my current HL Essay draft and its strengths and weaknesses as I see them. Help me develop a targeted revision strategy — identifying the most impactful changes I could make, prioritising revisions that will move me into a higher markband, and suggesting a revision sequence. Guide me to revise strategically rather than randomly.*

**What this helps you practise:**

Developing a strategic revision plan for the HL Essay

**How to use it well:**

Prioritise revisions that address your weakest criterion — improving your lowest score has the greatest impact on your total mark.

**Prompt 66: Word Count Management**

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

*Challenge me to review a section of my HL Essay for conciseness. I will identify passages that are wordy, repetitive or tangential, explain what can be cut without losing analytical value, and demonstrate how tighter writing creates space for deeper analysis within the 1200-1500 word limit. Evaluate my editing choices.*

**What this helps you practise:**

Writing concisely to maximise analytical depth within word limits

**How to use it well:**

Every word in a 1200-1500 word essay must earn its place — ruthless editing creates space for the close reading that earns top marks.

## Section 7

### Individual Oral (IO) Preparation

The Individual Oral (IO) is the internally assessed component of IB 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 a literary work and a non-literary body of work (or a second literary text at HL) through a global issue. The IO is recorded and externally moderated.

The prompts in this section prepare you for every stage of the IO — selecting a global issue, choosing texts and extracts, structuring your presentation, delivering close analysis orally, and handling the examiner's follow-up questions. The IO requires a distinctive set of skills that differ from written analysis, and these prompts develop the oral fluency and analytical confidence you need.

IB IO assessment criteria focus on knowledge and understanding, analysis and evaluation, focus and organisation, and language. These prompts address all four criteria, helping you build a presentation that is analytically rigorous, clearly structured, genuinely focused on a global issue, and delivered with confident academic language.

#### **Prompt 67: Selecting 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 literary analysis — not just thematic discussion. Suggest refinements that would sharpen my global issue and make it more analytically powerful. Push me to be specific.*

**What this helps you practise:**

Selecting and refining a global issue that enables literary analysis

**How to use it well:**

Your global issue must allow you to analyse how texts engage with the issue through literary means — not just what they say about it.

**Prompt 68: Extract Selection Strategy**

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

*I will identify the extracts I plan to focus on in my IO. Evaluate whether they are analytically rich enough for sustained close reading, whether they connect clearly to my global issue, and whether they allow me to demonstrate knowledge of the wider works. Challenge me to justify my selection over alternative passages.*

**What this helps you practise:**

Choosing extracts that maximise analytical potential

**How to use it well:**

Select extracts that are dense with literary technique — you need material that rewards the close reading the IO demands.

**Prompt 69: IO Structural Planning**

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

*Ask me to outline the structure of my IO. I will explain how I will introduce my global issue, how I will organise my analysis of both texts, how I will balance my time between them, and how I will conclude. Evaluate whether my structure maintains focus on the global issue and whether the balance is appropriate.*

**What this helps you practise:**

Planning a well-organised and balanced IO presentation

**How to use it well:**

Aim for roughly equal time on each text — an unbalanced IO loses marks on the focus and organisation criterion.

**Prompt 70: Close Reading for Oral Delivery**

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

*Present me with an extract from one of my IO texts. I will deliver a close reading as if speaking in the IO — identifying key literary features, analysing their effects, and connecting them to my global issue. Evaluate whether my analysis is detailed enough for an IO, whether I explain effects rather than list features, and whether my oral delivery is clear.*

**What this helps you practise:**

Delivering detailed close reading in an oral format

**How to use it well:**

Practise speaking your analysis aloud repeatedly — oral analysis requires different pacing and emphasis than written analysis.

**Prompt 71: Connecting Texts Through Global Issue**

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

*Challenge me to articulate the specific connection between my two chosen texts through my global issue. I will explain how each text engages with the issue, what each reveals that the other does not, and why the pairing illuminates the global issue more effectively than either text alone. Evaluate whether my connection is genuine or forced.*

**What this helps you practise:**

Articulating meaningful connections between texts through a global issue

**How to use it well:**

The connection between your texts should feel

organic — if it feels forced, consider adjusting your global issue or text selection.

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**Prompt 72: Examiner Question Practice**

**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 thoughtfully, demonstrating my ability to deepen my analysis, consider alternative perspectives, and address aspects my presentation did not cover. Give me feedback on the quality, depth and confidence of my responses.*

**What this helps you practise:**

Responding to examiner questions with depth and composure

**How to use it well:**

The 5-minute question period can raise or lower your mark significantly — practise responding to challenging questions until you feel confident.

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**Prompt 73: 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 my global issue. For each text, I will identify specific literary choices — narrative perspective, imagery, structure, characterisation — and explain how they shape the text's engagement with the global issue. Test whether I am analysing technique, not just theme.*

**What this helps you practise:**

Connecting literary technique to global issue analysis

**How to use it well:**

The strongest IOs analyse how texts engage with global issues through literary means — technique analysis must drive your presentation.

### **Prompt 74: IO Timing and Transitions**

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

*Ask me to plan the timing and transitions of my IO. I will allocate my 10 minutes across introduction, first text analysis, transition, second text analysis and conclusion, and explain how I will transition smoothly between texts. Evaluate whether my timing is realistic and whether my transitions connect rather than simply shift between texts.*

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

Managing IO timing and creating effective transitions

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

Record yourself delivering to a timer — running significantly over or under indicates structural problems that need addressing.

### **Prompt 75: IO Self-Assessment**

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

*I will deliver my complete IO presentation. 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 advice for improvement. Be rigorous and constructive.*

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

Self-evaluating IO presentations against IB criteria

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

Run your IO through this assessment process at least three times during preparation — each iteration should target specific weaknesses.

### **Prompt 76: Global Issue Sophistication**

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

*Challenge me to explain what makes a global issue sophisticated enough for a strong IO. I will discuss*

*the difference between a topic and an issue, explain how specificity strengthens analysis, and demonstrate how to formulate a global issue that enables genuine literary analysis rather than general discussion. Evaluate my understanding.*

**What this helps you practise:**

Understanding what distinguishes a strong global issue from a weak one

**How to use it well:**

A global issue should be a specific claim or tension, not a broad topic — refine yours until it creates a clear analytical lens.

**Prompt 77: Handling Non-Literary Texts in the IO**

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

*Ask me how I will analyse a non-literary body of work in my IO alongside my literary text. I will explain my approach to close reading non-literary material, demonstrate that I can apply appropriate analytical tools, and show how I connect the non-literary text to the global issue. Evaluate whether my approach is as rigorous for the non-literary text as for the literary one.*

**What this helps you practise:**

Applying rigorous analysis to non-literary texts in the IO context

**How to use it well:**

Non-literary texts require adapted analytical approaches — ensure you analyse visual, structural and rhetorical features, not just content.

## Section 8

### Approaches to Poetry, Drama and Prose

IB Literature requires students to study works across multiple literary forms — poetry, drama and prose fiction. Each form has its own conventions, techniques and analytical demands. This section develops your ability to approach each form on its own terms, recognising that the tools you use to analyse a poem differ from those you apply to a play or a novel.

The prompts in this section build form-specific analytical skills. For poetry, you will develop confidence with prosody, imagery, form and voice. For drama, you will practise analysing dialogue, stage direction, dramatic structure and the performative dimension. For prose, you will focus on narrative technique, characterisation, prose style and the architecture of longer works.

IB Literature rewards students who demonstrate sensitivity to form — who can explain not just what a text means but how its specific literary form shapes that meaning. These prompts develop the versatility needed to move confidently between forms in Paper 1, Paper 2 and the IO.

#### **Prompt 78: Poetic Form and Meaning**

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

*Give me a poem and ask me to analyse how its form — sonnet, free verse, villanelle, ode or another form — shapes its meaning. I will explain the conventions of the form, analyse how the poet works within or against them, and evaluate the relationship between form and content. Test my knowledge of poetic forms.*

**What this helps you practise:**

Analysing the relationship between poetic form and meaning

**How to use it well:**

Learn the conventions of major poetic forms so you can identify them quickly in Paper 1 and discuss them with authority.

**Prompt 79: Sound Patterns in Poetry**

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

*Supply a poem and ask me to analyse its sound patterns — rhythm, metre, rhyme, assonance, consonance, alliteration and onomatopoeia. I will identify the most significant patterns and explain how sound reinforces or counterpoints meaning. Push me beyond merely labelling sound devices to analysing their effects.*

**What this helps you practise:**

Analysing how sound patterns create meaning in poetry

**How to use it well:**

Read poems aloud — sound effects are meant to be heard, and listening reveals patterns that silent reading misses.

**Prompt 80: Dramatic Dialogue Analysis**

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

*Give me a dialogue exchange from a play. I will analyse what lies beneath the surface of the dialogue — subtext, power dynamics, evasion, revelation — and explain how the dialogue advances characterisation, theme and dramatic tension. Evaluate whether my analysis goes beyond what is said to how it is said and what is unsaid.*

**What this helps you practise:**

Analysing dramatic dialogue for subtext, power and characterisation

**How to use it well:**

Drama is as much about what characters do not say as what they do — practise reading subtext as carefully as text.

**Prompt 81: Stage Directions and Theatrical Space**

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

*Offer me a scene from a play including stage directions. I will analyse how the stage directions contribute to meaning — through use of space, movement, lighting, silence and physical action.*

*Evaluate whether my analysis demonstrates awareness of drama as performance rather than treating the play purely as a written text.*

**What this helps you practise:**

Analysing stage directions and their contribution to dramatic meaning

**How to use it well:**

Stage directions are text too — IB examiners reward candidates who analyse the performance dimension of drama.

**Prompt 82: Narrative Voice in Prose Fiction**

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

*Name a prose fiction work and I will analyse its narrative voice in detail — considering reliability, distance, tense, register and the relationship between narrator and characters. I will evaluate how the voice shapes the reader's access to meaning and sympathy. Test whether I can distinguish between different types of narrative distance.*

**What this helps you practise:**

Conducting detailed analysis of narrative voice in prose

**How to use it well:**

Narrative voice is the primary tool of prose fiction —

develop the vocabulary to discuss it with the precision IB examiners expect.

### **Prompt 83: Prose Style Analysis**

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

*Give me a passage of prose fiction and ask me to analyse its style — sentence length and structure, diction, rhythm, use of detail and the pace of narration. I will explain how the style creates a distinctive reading experience and evaluate its contribution to the passage's meaning. Push me to notice the craft of sentence-level writing. Discuss how this genre-specific analysis could support an Individual Oral (IO) connecting your chosen text to a relevant global issue.*

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

Analysing prose style at the sentence level

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

Style analysis distinguishes literary analysis from content summary — practise noticing how writers construct sentences as carefully as poets construct lines.

### **Prompt 84: Dramatic Structure and Tension**

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

*Ask me to analyse the dramatic structure of a play — its exposition, rising action, climax, falling action and resolution, or its departure from classical structure. I will explain how the structure creates and releases tension, and evaluate the effectiveness of the playwright's structural choices. Test my understanding of dramatic architecture.*

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

Analysing how dramatic structure creates and manages tension

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

Understanding dramatic structure helps you discuss

individual scenes in the context of the whole play —  
essential for Paper 2 and the IO.

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**Prompt 85: Enjambment and Line Breaks**

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

*Test my understanding of a poem and ask me to analyse the function of enjambment and line breaks. I will explain how the poet uses lineation to create effects — emphasis, surprise, tension, ambiguity — and demonstrate that line breaks are meaningful choices, not arbitrary. Evaluate the precision of my analysis.*

**What this helps you practise:**

Analysing the specific effects of enjambment and lineation

**How to use it well:**

Line breaks are one of the most powerful tools in poetry — a well-placed break can transform meaning in ways IB examiners will reward you for noticing.

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**Prompt 86: Soliloquy and Monologue Analysis**

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

*Give me a soliloquy or dramatic monologue. I will analyse its function — what it reveals about the character's inner life, how it advances the drama, and what dramatic irony it creates. I will also consider how the direct address to the audience affects the relationship between character and spectator. Assess my theatrical awareness.*

**What this helps you practise:**

Analysing the dramatic and psychological functions of soliloquy

**How to use it well:**

Soliloquies are concentrated moments of dramatic significance — practise analysing them for both content and form.

**Prompt 87: The Architecture of Longer Works**

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

*Challenge me to analyse the large-scale structure of a novel or long work — its division into parts, chapters or sections, its use of parallel plots, its patterns of repetition and variation. I will explain how the architecture of the work contributes to its thematic development and evaluate the significance of structural patterns. Test my awareness of macro-structure.*

**What this helps you practise:**

Analysing the structural architecture of longer literary works

**How to use it well:**

Macro-structural awareness shows you understand the whole work — essential for Paper 2 where you must discuss works, not just passages.

**Prompt 88: Poetry vs Prose: Analytical Adaptation**

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

*Give me a poem and a prose extract on a similar subject. I will analyse each using form-appropriate tools, explain how the different forms shape the treatment of the subject, and evaluate what each form can achieve that the other cannot. Assess whether I adapt my analytical approach to each form rather than applying one method to both.*

**What this helps you practise:**

Adapting analytical approach to different literary forms

**How to use it well:**

Versatility across forms is essential — Paper 1 may present any form, and Paper 2 may require comparison across forms.

## Section 9

### Critical Perspectives and Literary Theory

Critical perspectives and literary theory provide frameworks for interpreting literature that go beyond personal response. IB Literature does not require formal study of literary theory, but students who can apply theoretical lenses — feminist, postcolonial, Marxist, psychoanalytic, ecocritical and others — demonstrate the sophisticated analytical thinking that earns marks in the highest markbands.

The prompts in this section introduce you to major critical perspectives and help you apply them to the texts you study. You will practise using theoretical frameworks as analytical tools rather than rigid systems, developing the ability to read texts through different lenses and evaluate what each perspective illuminates and what it may overlook.

IB Literature rewards independent thinking and personal engagement. These prompts help you develop a critical toolkit that enriches your analysis without constraining it. The goal is not to master theory for its own sake but to use theoretical perspectives to see more in the texts you read — noticing dimensions of meaning that a single perspective might miss.

#### **Prompt 89: Feminist Literary Analysis**

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

*Ask me to apply a feminist reading to a literary text. I will analyse how gender is represented, examine how female characters are constructed, consider the power dynamics between male and female characters, and evaluate what the text reveals about the gender norms of its context. Push me to consider how both men and women are constructed by*

*gender expectations. Connect to TOK by assessing whether literature offers a distinct way of knowing that other disciplines — such as history or science — cannot provide.*

**What this helps you practise:**

Applying feminist critical perspectives to literary texts

**How to use it well:**

Feminist reading is not just about female characters — it examines how texts construct gender itself, which applies to all characters.

**Prompt 90: Postcolonial Critical Lens**

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

*Challenge me to apply a postcolonial reading to a literary text. I will analyse how the text represents colonial relationships, examine whose perspective is centred and whose is marginalised, and evaluate whether the text reinforces or challenges colonial power structures. Test whether my reading avoids oversimplification.*

**What this helps you practise:**

Applying postcolonial critical perspectives to literary analysis

**How to use it well:**

Postcolonial reading is particularly relevant for works in translation and texts from colonised or formerly colonised regions.

**Prompt 91: Marxist and Class Analysis**

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

*Ask me to read a literary text through a Marxist or class-based lens. I will analyse how the text represents social class, examine the economic relationships between characters, and evaluate whether the text naturalises or critiques social*

*inequality. Push me to consider how economic conditions shape character and plot.*

**What this helps you practise:**

Applying Marxist and class-based perspectives to literary texts

**How to use it well:**

Class analysis reveals the economic underpinnings of literary worlds — it is particularly productive for realist and naturalist texts.

**Prompt 92: Psychoanalytic Reading**

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

*Evaluate my analysis of a literary text and ask me to apply a psychoanalytic reading. I will analyse how the text represents the unconscious, desire, repression or psychological conflict, and evaluate whether a psychoanalytic lens illuminates aspects of the text that other approaches miss. Test whether I apply the framework productively rather than mechanically.*

**What this helps you practise:**

Applying psychoanalytic perspectives to literary interpretation

**How to use it well:**

Psychoanalytic reading is most useful for texts that explore interiority, desire and hidden motivation — apply it where it genuinely illuminates.

**Prompt 93: Ecocritical Perspectives**

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

*Challenge me to apply an ecocritical reading to a literary text. I will analyse how the text represents the natural world, examine the relationship between human characters and their environment, and evaluate whether the text reinforces or challenges anthropocentric perspectives. Push me to consider the environment as more than mere backdrop.*

**What this helps you practise:**

Applying ecocritical perspectives to literary analysis

**How to use it well:**

Ecocriticism is increasingly relevant — it offers a fresh angle on texts where environment is significant, from pastoral poetry to dystopian fiction.

**Prompt 94: Reader-Response Theory**

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

*Ask me to explain and apply reader-response theory to a literary text. I will analyse how the text creates gaps that the reader must fill, explain how different readers might fill these gaps differently, and evaluate the implications for the idea of a single correct interpretation. Test my understanding of the theory.*

**What this helps you practise:**

Understanding and applying reader-response approaches to literature

**How to use it well:**

Reader-response theory underpins IB Literature's emphasis on the reader's role — use it to justify the validity of multiple interpretations.

**Prompt 95: Comparing Critical Lenses**

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

*Give me a literary text and ask me to analyse it through two different critical lenses. I will demonstrate how each lens reveals different aspects of the text, analyse where the perspectives complement or contradict each other, and evaluate which lens offers the more illuminating reading. Challenge me to acknowledge the limitations of each approach. Link to TOK by considering whether literary analysis produces genuine knowledge or merely subjective opinion, and how we might distinguish between the two.*

**What this helps you practise:**

Comparing the insights produced by different critical frameworks

**How to use it well:**

Using multiple lenses demonstrates critical maturity — it shows you understand that no single theory captures the full complexity of a literary text.

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**Prompt 96: New Historicist Approach**

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

*Challenge me to apply a new historicist approach to a literary text. I will analyse how the text both reflects and participates in the power structures of its historical moment, examine the relationship between literature and ideology, and evaluate whether the text supports or subverts the dominant discourse of its time. Test my grasp of the approach.*

**What this helps you practise:**

Applying new historicist perspectives to literary texts

**How to use it well:**

New historicism sees texts as participants in cultural power — not mere reflections of history but active agents in shaping it.

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**Prompt 97: Structuralist and Narratological Analysis**

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

*Ask me to apply structuralist or narratological concepts to a literary text. I will analyse its narrative structure using concepts such as story vs discourse, fabula vs sjuzhet, focalization or binary oppositions. Evaluate whether my analysis uses these concepts productively or merely labels them without insight.*

**What this helps you practise:**

Applying narratological concepts to literary analysis

**How to use it well:**

Narratological vocabulary — focalization, analepsis, prolepsis — allows you to discuss narrative technique with the precision IB rewards.

**Prompt 98: Theory as Tool, Not Template**

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

*Challenge me to discuss the relationship between literary theory and close reading. I will argue for using theory as an analytical tool rather than a rigid template, explain how theory should open up texts rather than constrain them, and demonstrate this balance with a specific example. Evaluate whether I achieve this balance.*

**What this helps you practise:**

Balancing theoretical frameworks with responsive close reading

**How to use it well:**

IB Literature values personal engagement with texts — theory should enhance your reading, not replace your genuine response.

**Prompt 99: Intersectional Analysis**

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

*Ask me to apply an intersectional critical approach to a literary text — considering how categories such as gender, race, class and sexuality interact rather than operating independently. I will analyse how the text represents these intersecting identities, and evaluate the complexity of the text's engagement with identity. Push me to avoid treating categories in isolation.*

**What this helps you practise:**

Applying intersectional analysis to literary representations of identity

**How to use it well:**

Intersectional analysis shows sophisticated critical

thinking — it demonstrates that you understand identity as complex and multi-dimensional.

**Prompt 100: Deconstructive Reading**

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

*Gauge my ability to discuss literary text and ask me to identify its internal contradictions or tensions — moments where the text undermines its own apparent meaning. I will analyse how these contradictions complicate interpretation, evaluate whether they are weaknesses or sources of richness, and discuss what a deconstructive approach reveals that a unified reading might miss. Test my willingness to embrace ambiguity.*

**What this helps you practise:**

Identifying and analysing textual contradictions and instabilities

**How to use it well:**

Deconstructive reading builds tolerance for ambiguity — IB Literature rewards candidates who can sit with complexity rather than forcing texts into simple meanings.

## **Final Closing Note**

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

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

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

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

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

## **Using AI Beyond This Book**

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

As you grow more confident, begin modifying them:

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

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

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

## **About the Author**

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

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

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

## **Other Titles in This Series**

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

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- Mathematics
- Physics
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- Geography
- History
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- Psychology
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- Spanish
- German

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

- Politics
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**IBDP**

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- Mathematics: Applications & Interpretation
- Physics
- Chemistry
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- English A: Literature
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