

# IBDP GEOGRAPHY

## 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

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



by James R. Martin

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## 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 Geography as part of the International Baccalaureate Diploma Programme (IBDP). The IB is a globally recognised qualification taken in schools across more than 150 countries, and it differs significantly from national curricula such as A-levels, the AP system, or state-based programmes. IB Geography is assessed through a combination of external examinations (Papers 1, 2 and 3) and an Internal Assessment (IA), each with specific assessment criteria and markband descriptors that reward geographical understanding, application and evaluation.

The IB Geography course is offered at both Standard Level (SL) and Higher Level (HL). SL students study core topics and one optional theme, while HL students study the core, the HL extension on Global Interactions, and two optional themes. The prompts in this book are designed to serve both SL and HL students, with specific prompts or extensions clearly indicated where HL-only content applies, such as the Power, Places and Heartlands unit.

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 complexity.

The Internal Assessment (IA) is a significant component of the IB Geography grade and requires students to conduct an independent geographical

investigation. Several prompts in this book address fieldwork methodology, data presentation, analysis and evaluation in ways that directly support IA preparation. Additionally, prompts addressing geographic skills reflect the expectations of all three examination papers.

Whether you are studying in Asia, Europe, the Americas, Africa or Australasia, these prompts are applicable to your IB Geography course. They are curriculum-aligned to the IB Geography guide and are intended to develop the conceptual understanding, critical thinking and evaluative skills that IB examiners reward in the highest markbands.

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# Section 1

## Population and Economic Development Patterns

Population and economic development patterns form a central part of the IB Geography core. This unit explores how populations change over time and space, the demographic transition model, patterns of inequality, and the complex relationships between population growth, resource use and development. Understanding these patterns is essential for both Paper 1 responses and for building the evaluative arguments that IB examiners reward.

The prompts in this section move from foundational recall of key population concepts through to applied analysis of development indicators and critical evaluation of population policies. You will be challenged to think geographically about the causes and consequences of demographic change and to use real-world case studies to support your arguments.

As you work through these prompts, pay close attention to how IB command terms shape the depth of your response. A prompt asking you to 'describe' population trends requires a different approach from one asking you to 'evaluate' the success of a population policy. Developing this awareness will help you target the upper markbands in your examinations.

### **Prompt 1: Demographic Transition Model Stages**

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

*I am going to name a stage of the Demographic Transition Model. For each stage I give you, describe the birth rate, death rate and natural increase, then provide a named country example*

*that fits that stage. I will start with Stage 2. After you respond, I will give feedback and move to other stages.*

**What this helps you practise:**

Linking DTM stages to real-world population characteristics

**How to use it well:**

Work through all five stages, then ask the AI to challenge you with a country and identify which stage it fits.

**Prompt 2: Population Pyramids Interpretation**

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

*Present me with a population pyramid shape — either expansive, constrictive or stationary — and I will identify which type it is, explain the demographic characteristics it reveals, and suggest a country where this shape might be found. Test me on all three types.*

**What this helps you practise:**

Reading and interpreting population pyramid structures

**How to use it well:**

After mastering identification, ask for pyramids that show anomalies such as the impact of migration or conflict.

**Prompt 3: Dependency Ratios and Ageing Populations**

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

*Give me the total population, working-age population, and young plus elderly population figures for a hypothetical country. I will calculate the dependency ratio, interpret what it means for that country's economy and social services, and suggest one policy response. Check my calculation and reasoning. At SL, focus on identifying key*

*demographic indicators; at HL, extend your analysis to evaluate the limitations of development indices and propose alternative measures.*

**What this helps you practise:**

Calculating and interpreting dependency ratios

**How to use it well:**

Run this with contrasting countries — one with a youthful population and one with an ageing population — to build comparative understanding.

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**Prompt 4: Causes of Migration**

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

*Present me with a migration scenario involving push and pull factors. I will categorise each factor as economic, social, political or environmental, explain whether it is a push or pull factor, and predict the likely demographic impact on both the origin and destination. Assess my categorisation and analysis.*

**What this helps you practise:**

Classifying and analysing migration push-pull factors

**How to use it well:**

Use scenarios from different global regions to ensure your case study knowledge is broad enough for Paper 1.

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**Prompt 5: Measuring Development**

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

*Test me on development indicators. Give me a set of data — GDP per capita, HDI, literacy rate and life expectancy — for an unnamed country. I will analyse what the data reveals about the country's level of development, identify any anomalies between indicators, and explain why single indicators can be misleading. Then reveal the country.*

**What this helps you practise:**

Analysing and comparing development indicators critically

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

Request data sets where indicators contradict each other, such as high GDP but low HDI, to practise nuanced evaluation.

### **Prompt 6: Gender Inequality and Development**

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

*Ask me to examine the relationship between gender inequality and development outcomes. I will explain how gender disparities in education, employment and political representation affect a country's development trajectory, using at least two named examples. Challenge any weak links in my reasoning. As a TOK extension, evaluate whether indigenous knowledge systems offer valid geographic understanding that complements or challenges Western scientific approaches.*

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

Connecting gender inequality to broader development outcomes

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

After your initial response, ask the AI to probe whether your examples are sufficiently detailed for IB markband 3-4 responses.

### **Prompt 7: Population Policy Evaluation**

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

*Name a country that has implemented a significant population policy. I will describe the policy, explain its aims, analyse its successes and limitations, and evaluate the extent to which it achieved its goals.*

*Use IB command term standards to judge my evaluation.*

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

Evaluating population policies using evidence-based judgement

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

Prepare responses for both pro-natalist and anti-natalist policies so you can handle any Paper 1 question on this topic.

### **Prompt 8: Rostow vs Dependency Theory**

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

*I will compare Rostow's modernisation theory with dependency theory as explanations for global development patterns. Present me with a developing country scenario and I will apply both theories to explain its situation, then evaluate which theory provides a more convincing explanation. Critique my balance of argument.*

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

Applying and evaluating contrasting development theories

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

This directly prepares you for 'to what extent' and 'evaluate' questions that appear frequently in IB Geography examinations.

### **Prompt 9: Demographic Dividend**

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

*Give me a country's demographic profile and I will assess whether it is positioned to benefit from a demographic dividend. I will identify the conditions required, analyse whether the country meets them, and discuss what policies could maximise or squander the opportunity. Test my depth of analysis.*

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

Assessing conditions for and implications of a demographic dividend

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

Compare your analysis of a country experiencing a dividend with one that missed the opportunity, building the comparative skills IB examiners value.

**Prompt 10: Anti-Natalist and Pro-Natalist Strategies**

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

*Quiz me on the differences between anti-natalist and pro-natalist population strategies. For each strategy type, I will provide a named country example, outline the specific measures used, and analyse the social, economic and ethical implications. Probe my understanding of the ethical dimension.*

**What this helps you practise:**

Distinguishing and critically analysing contrasting population strategies

**How to use it well:**

Focus particularly on ethical implications, as IB Geography rewards responses that engage with values and perspectives.

**Prompt 11: Millennium Development Goals to SDGs**

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

*Test my understanding of how international development goals have evolved. I will explain the shift from the Millennium Development Goals to the Sustainable Development Goals, analyse why this shift occurred, and evaluate the effectiveness of the SDG framework for addressing global inequalities. Highlight any gaps in my argument.*

**What this helps you practise:**

Tracing the evolution and effectiveness of global development frameworks

**How to use it well:**

Link your response to specific SDGs relevant to IB Geography topics such as poverty, health, clean water and sustainable cities.

## Section 2

### **Global Climate: Vulnerability and Resilience**

Global climate is a core theme in IB Geography that examines the causes and consequences of climate change, the concept of vulnerability and resilience, and the strategies used to mitigate and adapt to climatic challenges. This unit requires you to understand both the physical processes driving climate change and the human dimensions of how societies respond to climate risk.

The prompts in this section build from understanding greenhouse gas dynamics and climate systems through to evaluating international climate agreements and the concept of climate justice. You will need to draw on case studies from both high-income and low-income countries to demonstrate the global scope of your understanding.

IB Geography rewards students who can connect physical processes to human outcomes and who can evaluate the effectiveness of responses at different scales — local, national and international. The prompts here are designed to develop exactly these skills, preparing you for the analytical and evaluative demands of Paper 1.

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#### **Prompt 12: Greenhouse Effect Mechanisms**

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

*Walk me through a diagram of the greenhouse effect. At each stage I describe, tell me whether my explanation is scientifically accurate, correct any errors, and then ask me to explain the next stage.*

*Begin by asking me to describe incoming solar radiation.*

**What this helps you practise:**

Sequencing and explaining the greenhouse effect mechanism

**How to use it well:**

Use this as a warm-up before tackling more complex prompts on enhanced greenhouse effect and feedback loops.

**Prompt 13: Natural vs Enhanced Greenhouse Effect**

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

*Ask me to distinguish between the natural greenhouse effect and the enhanced greenhouse effect. I will explain the difference, identify the key anthropogenic greenhouse gases, and outline the evidence that links human activity to observed warming trends. Correct any scientific inaccuracies.*

**What this helps you practise:**

Differentiating natural and anthropogenic climate processes

**How to use it well:**

Ensure you can cite specific data points such as CO<sub>2</sub> concentrations or temperature anomalies, as IB examiners reward precise evidence.

**Prompt 14: Climate Vulnerability Factors**

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

*Present me with two contrasting countries — one high-income and one low-income — facing the same climate hazard. I will analyse why their vulnerability differs by examining economic, social, technological and governance factors. Assess whether my analysis addresses all four dimensions.*

**What this helps you practise:**

Analysing factors that determine climate vulnerability

**How to use it well:**

Prepare paired case studies so you can deploy them quickly in exam conditions for comparative analysis questions.

**Prompt 15: Climate Change Feedback Loops**

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

*Test me on positive and negative feedback loops in the climate system. Give me a scenario — such as melting permafrost or increased cloud cover — and I will explain whether it constitutes a positive or negative feedback loop, trace the chain of cause and effect, and assess its significance for global temperatures. SL students should explain the greenhouse effect and its consequences; HL students should additionally evaluate the reliability of climate models and the political economy of emissions reduction.*

**What this helps you practise:**

Identifying and explaining climate feedback mechanisms

**How to use it well:**

Practise drawing simple feedback loop diagrams alongside your verbal explanations to prepare for Paper 1 structured responses.

**Prompt 16: Resilience Strategies at Different Scales**

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

*Give me a climate change impact — such as sea level rise, drought or extreme weather events. I will outline resilience strategies at three scales: local community, national government and international cooperation. Then challenge me to evaluate which scale is most effective and why.*

**What this helps you practise:**

Comparing resilience strategies across spatial scales

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

This multi-scale approach mirrors what IB examiners look for when awarding marks in the highest markbands for evaluation questions.

### **Prompt 17: IPCC and Climate Science Communication**

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

*Quiz me on the role of the Intergovernmental Panel on Climate Change. I will explain its purpose, describe how it produces assessment reports, analyse why scientific consensus matters for policy-making, and discuss challenges the IPCC faces in communicating uncertainty. Probe any oversimplifications. Extend into TOK by evaluating whether indigenous ecological knowledge should carry equal weight to scientific climate data when informing adaptation strategies.*

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

Understanding the role of scientific bodies in climate governance

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

This prepares you for questions about the relationship between scientific evidence and political decision-making in climate policy.

### **Prompt 18: International Climate Agreements**

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

*Ask me to evaluate the effectiveness of an international climate agreement such as the Paris Agreement. I will outline its key provisions, analyse its strengths and weaknesses, and make a judgement about whether it represents a meaningful step toward limiting global warming. Apply IB 'evaluate' command term standards.*

**What this helps you practise:**

Evaluating international climate governance frameworks

**How to use it well:**

Structure your response with a clear judgement supported by evidence, as IB examiners expect a substantiated conclusion for 'evaluate' questions.

**Prompt 19: Mitigation vs Adaptation**

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

*Present me with a climate change scenario affecting a named region. I will distinguish between mitigation and adaptation strategies, provide specific examples of each, and argue which approach should be prioritised for that region. Challenge my reasoning and ask me to consider the counter-argument.*

**What this helps you practise:**

Distinguishing and prioritising mitigation and adaptation approaches

**How to use it well:**

Practise this with both wealthy and vulnerable regions to develop the balanced perspective IB examiners reward.

**Prompt 20: Climate Justice and Equity**

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

*Challenge me to discuss the concept of climate justice. I will define what climate justice means, explain why some argue that climate change is an issue of global equity, and evaluate the extent to which current international responses address justice concerns. Push me to consider multiple perspectives.*

**What this helps you practise:**

Engaging with ethical and equity dimensions of climate change

**How to use it well:**

Climate justice connects to IB Geography's emphasis on perspectives and values — use this to strengthen your evaluative writing.

**Prompt 21: Carbon Footprint Comparison**

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

*Give me per capita carbon emissions data for three countries at different income levels. I will analyse the patterns, explain the factors behind the differences, and discuss the implications for responsibility in addressing climate change. Assess whether I have considered both historical and current emissions.*

**What this helps you practise:**

Analysing carbon emission patterns and their implications for responsibility

**How to use it well:**

Link your analysis to debates about common but differentiated responsibilities, a concept that frequently appears in IB Geography assessments.

**Prompt 22: Climate Change and Food Security**

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

*Ask me to examine how climate change threatens food security in a specific region. I will identify the climate impacts on agriculture, analyse the vulnerability of the population, and evaluate the effectiveness of adaptation strategies being employed. Test whether my evaluation includes both strengths and limitations.*

**What this helps you practise:**

Connecting climate change impacts to food security outcomes

**How to use it well:**

This cross-topic prompt links the climate core to the

Food and Health optional theme — excellent preparation for integrated exam responses.

## Section 3

### Global Resource Consumption and Security

Global resource consumption and security is a core unit that investigates how resources are used, distributed and contested across the world. It covers energy, water, soil and other resources, examining patterns of consumption, the concept of resource stewardship, and the geopolitical tensions that arise from unequal resource distribution. This unit underpins many of the evaluative arguments expected in IB Geography examinations.

The prompts in this section develop your ability to analyse resource consumption patterns using data, apply concepts such as ecological footprint and resource peak theory, and evaluate strategies for achieving resource security. You will be challenged to consider resources from multiple perspectives — economic, environmental, political and social.

Strong IB Geography responses in this area require you to move beyond description and engage critically with the sustainability of current consumption patterns. The prompts progress from knowledge recall through to evaluation of resource management strategies, preparing you for the demands of Paper 1 essay questions.

#### **Prompt 23: Ecological Footprint Analysis**

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

*Provide me with ecological footprint data for three countries. I will analyse the differences, explain the factors that account for varying footprint sizes, and discuss the concept of Earth's biocapacity. Check whether my explanation accurately connects consumption patterns to environmental impact.*

**What this helps you practise:**

Interpreting ecological footprint data and its implications

**How to use it well:**

Compare your analysis of high-consumption and low-consumption countries, then consider how IB examiners would assess your use of data.

**Prompt 24: Energy Mix Comparison**

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

*Give me the energy mix breakdown for two countries — one heavily reliant on fossil fuels and one with significant renewable capacity. I will compare the two, explain why their energy mixes differ, and analyse the implications for energy security and carbon emissions. Evaluate the depth of my comparison. At SL, identify the patterns of resource consumption; at HL, critically evaluate geopolitical theories explaining resource conflict and cooperation.*

**What this helps you practise:**

Comparing national energy mixes and their geographic implications

**How to use it well:**

Build a bank of energy mix case studies — you need at least three contrasting examples for confident Paper 1 responses.

**Prompt 25: Resource Curse Theory**

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

*Test my understanding of the resource curse. I will define the concept, explain the mechanisms through which resource wealth can hinder development, provide named examples, and evaluate whether the resource curse is inevitable or can be overcome. Probe my use of evidence.*

**What this helps you practise:**

Explaining and evaluating the resource curse hypothesis

**How to use it well:**

This is excellent preparation for 'to what extent' questions — practise constructing a balanced argument with a clear final judgement.

**Prompt 26: Water Scarcity Types and Causes**

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

*Ask me to distinguish between physical water scarcity and economic water scarcity. I will define each type, explain the geographic and economic factors that cause each, provide examples, and analyse which type poses a greater challenge for sustainable development. Correct any confusion in my definitions. Connect to TOK by discussing the ethical dimensions of development — who decides what constitutes 'progress' and whose knowledge counts in shaping development policy.*

**What this helps you practise:**

Differentiating and analysing types of water scarcity

**How to use it well:**

Ensure you can map the global distribution of both types — spatial awareness is a key geographic skill tested in IB examinations.

**Prompt 27: Peak Oil Debate**

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

*Challenge me to discuss the peak oil theory. I will explain what peak oil means, outline the evidence for and against the idea that we have reached or passed peak oil, and evaluate the implications for global energy policy. Push me to consider how technological change affects the debate.*

**What this helps you practise:**

Engaging with the peak oil debate using evidence and counter-evidence

**How to use it well:**

Use this to develop the skill of presenting competing viewpoints — IB Geography rewards balanced discussion with a substantiated conclusion.

**Prompt 28: Transboundary Water Conflicts**

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

*Present me with a river basin shared by multiple countries. I will identify the potential sources of conflict over water resources, analyse how upstream and downstream users are affected differently, and evaluate a strategy for managing the shared resource. Test my knowledge of a real-world example.*

**What this helps you practise:**

Analysing geopolitical dimensions of shared water resources

**How to use it well:**

Prepare at least two transboundary water examples — the Nile, Mekong or Jordan basins are excellent IB case studies.

**Prompt 29: Soil Degradation Processes**

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

*Quiz me on soil degradation. Give me a type of degradation — erosion, salinisation, compaction or contamination — and I will explain the process, identify the human activities that cause it, describe the impact on food production, and suggest management strategies. Then test me on a different type.*

**What this helps you practise:**

Explaining soil degradation processes and their management

**How to use it well:**

Link soil degradation to food security and sustainability for integrated responses that demonstrate the interconnected thinking IB examiners value.

**Prompt 30: Circular Economy Principles**

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

*Ask me to explain the circular economy model and contrast it with the linear economy. I will define both, provide examples of circular economy practices, analyse the barriers to implementation, and evaluate the potential of the circular economy to address resource depletion. Assess my clarity of explanation.*

**What this helps you practise:**

Contrasting linear and circular economic models for resource use

**How to use it well:**

The circular economy is an increasingly important concept in IB Geography — ensure you can explain it with specific industry examples.

**Prompt 31: Geopolitics of Energy Resources**

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

*Give me a geopolitical scenario involving energy resources — such as pipeline disputes, OPEC decisions or sanctions on resource-rich nations. I will analyse the geographic and political factors at play, explain the implications for energy security, and evaluate who benefits and who loses. Challenge any one-sided analysis.*

**What this helps you practise:**

Analysing the geopolitical dimensions of energy resource distribution

**How to use it well:**

Stay current with real-world energy geopolitics — IB

examiners value responses that reference recent events alongside established case studies.

### **Prompt 32: Sustainable Resource Management Evaluation**

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

*Name a resource management strategy — such as marine protected areas, carbon trading or water harvesting. I will describe how the strategy works, analyse its effectiveness using evidence, and evaluate the extent to which it contributes to long-term resource security. Apply IB markband criteria to judge my response.*

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

Evaluating the effectiveness of sustainable resource management strategies

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

Practise writing timed responses to this prompt — aim for a well-structured evaluation within 20 minutes, matching Paper 1 exam conditions.

### **Prompt 33: Virtual Water and Trade**

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

*Test my understanding of the concept of virtual water. I will define virtual water, explain how it relates to global trade patterns, analyse which countries are net importers and exporters of virtual water, and discuss the implications for water-scarce nations. Check whether my examples are accurate.*

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

Applying the virtual water concept to global trade analysis

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

Virtual water connects resource consumption to globalisation — use it to demonstrate the integrated geographic thinking that earns top marks.

## Section 4

### Power, Places and Heartlands (HL)

Power, Places and Heartlands is the Higher Level extension topic in IB Geography. It explores how power is expressed geographically through concepts such as heartlands, peripheries, contested spaces and geopolitical theories. This unit requires HL students to engage with complex ideas about sovereignty, territorial control, and the spatial expression of political and economic power.

The prompts in this section are specifically designed for HL students. They develop the deeper analytical and evaluative skills that HL Paper 3 demands, including the ability to apply geopolitical theories to contemporary situations, analyse the role of supranational organisations, and evaluate the changing nature of sovereignty in a globalised world.

HL students should approach these prompts with the expectation that responses need to demonstrate theoretical understanding alongside empirical evidence. IB Paper 3 questions often require you to apply concepts to unfamiliar contexts, and these prompts are designed to build the flexible, theory-informed thinking that examiners reward in the highest markbands.

#### **Prompt 34: Mackinder's Heartland Theory**

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

*Test my knowledge of Mackinder's Heartland theory.*

*I will explain the theory, identify the geographic area Mackinder considered the heartland, analyse why he believed controlling this area conferred global power, and evaluate whether the theory remains relevant in the 21st century. Challenge my evaluation with counter-arguments.*

**What this helps you practise:**

Explaining and evaluating classical geopolitical theory

**How to use it well:**

Compare Mackinder with other geopolitical theorists to build the comparative theoretical understanding HL Paper 3 demands.

**Prompt 35: Sovereignty and Globalisation Tensions**

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

*Test my ability to analyse scenario where national sovereignty conflicts with global governance. I will analyse the tensions between the two, explain why states may resist or embrace supranational authority, and evaluate whether globalisation has fundamentally weakened state sovereignty. Probe the nuance of my argument.*

**What this helps you practise:**

Analysing tensions between sovereignty and global governance

**How to use it well:**

This is a core HL theme — prepare examples from trade agreements, environmental treaties and security alliances for a well-rounded response.

**Prompt 36: Supranational Organisation Effectiveness**

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

*Name a supranational organisation such as the EU, AU or ASEAN. I will describe its aims, analyse its geographic and political significance, evaluate its effectiveness in achieving its goals, and discuss the challenges it faces. Assess whether my evaluation considers both successes and limitations.*

**What this helps you practise:**

Evaluating the role and effectiveness of  
supranational organisations

**How to use it well:**

Prepare detailed knowledge of at least two  
supranational organisations to deploy flexibly in HL  
Paper 3 essay responses.

**Prompt 37: Contested Spaces and Territorial  
Disputes**

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

*Give me a territorial dispute or contested space. I  
will identify the parties involved, analyse the  
geographic, economic and political reasons for the  
dispute, and evaluate the prospects for resolution.  
Test whether my analysis considers the perspectives  
of all parties involved.*

**What this helps you practise:**

Analysing the geographic dimensions of territorial  
disputes

**How to use it well:**

Choose disputes at different scales — from border  
conflicts to maritime claims — to demonstrate  
breadth of knowledge in HL examinations.

**Prompt 38: Global Power Shifts**

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

*Challenge me to analyse how global power has  
shifted geographically over the past century. I will  
identify key turning points, explain the factors  
driving these shifts — economic, military,  
technological and cultural — and evaluate which  
factor has been most significant. Press me to justify  
my judgement.*

**What this helps you practise:**

Tracing and explaining geographic shifts in global  
power

**How to use it well:**

Link power shifts to specific geographic regions and emerging economies to ground your analysis in spatial evidence.

**Prompt 39: Soft Power vs Hard Power**

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

*Ask me to distinguish between soft power and hard power in geopolitical contexts. I will define each concept, provide examples of how countries use both forms of power, analyse which is more effective in achieving geopolitical goals, and evaluate whether the distinction is still useful. Test my use of examples.*

**What this helps you practise:**

Differentiating and evaluating forms of geopolitical power

**How to use it well:**

Ensure your examples span different regions and power types — cultural influence, economic leverage, military capability and diplomatic networks.

**Prompt 40: Separatism and Autonomy Movements**

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

*Challenge me to evaluate separatist or autonomy movement. I will explain its geographic roots, analyse the political and cultural factors driving the movement, evaluate whether autonomy or independence is a realistic outcome, and discuss the implications for the state's territorial integrity. Check the accuracy of my case study knowledge.*

**What this helps you practise:**

Analysing the causes and implications of separatist movements

**How to use it well:**

Prepare three diverse examples of separatist movements from different continents to demonstrate global awareness in HL responses.

**Prompt 41: The Role of TNCs in Geopolitics**

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

*Quiz me on how transnational corporations exercise geographic power. I will explain how TNCs influence territorial development, analyse the relationship between corporate power and state sovereignty, and evaluate whether TNCs strengthen or undermine national governments. Challenge any oversimplified claims.*

**What this helps you practise:**

Analysing the geopolitical influence of transnational corporations

**How to use it well:**

Use specific TNC examples with geographic detail — where they operate, where they invest, and how this shapes spatial patterns of power.

**Prompt 42: Periphery and Core Dynamics**

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

*Test my understanding of core-periphery dynamics at global and national scales. I will explain the Wallerstein world-systems model, apply core-periphery concepts to a specific region, and evaluate whether the model adequately explains contemporary patterns of global inequality. Identify weaknesses in my application of theory.*

**What this helps you practise:**

Applying and critiquing core-periphery models at multiple scales

**How to use it well:**

Demonstrate you can apply core-periphery thinking

at both the global scale and within individual countries — this flexibility impresses HL examiners.

**Prompt 43: Geopolitical Theories Comparison**

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

*Ask me to compare two geopolitical theories — for example Mackinder's Heartland theory and Spykman's Rimland theory. I will outline each theory, analyse how they differ in their geographic assumptions, and evaluate which theory better explains 21st-century geopolitical realities. Press me to support my judgement with current evidence.*

**What this helps you practise:**

Comparing and evaluating contrasting geopolitical theories

**How to use it well:**

Theoretical comparison is a hallmark of HL Paper 3 — practise structuring your response so that theories are interwoven rather than treated in isolation.

**Prompt 44: Global Commons and Governance**

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

*Challenge me to discuss the concept of global commons — such as the oceans, atmosphere, Antarctica or outer space. I will define what makes a space a global common, analyse the challenges of governing shared spaces, and evaluate the effectiveness of existing governance frameworks. Assess whether my evaluation is sufficiently critical.*

**What this helps you practise:**

Analysing governance challenges for shared global spaces

**How to use it well:**

Global commons questions allow you to integrate environmental, political and legal perspectives — exactly the interdisciplinary approach HL rewards.



## Section 5

### Geophysical Hazards

Geophysical hazards is one of the optional themes in IB Geography, covering earthquakes, volcanoes, mass movements and their associated risks. This unit examines the physical processes that generate hazards, the factors that determine vulnerability and risk, and the strategies used to manage and respond to hazard events. It is a popular option that integrates physical and human geography effectively.

The prompts in this section develop your ability to explain geophysical processes accurately, analyse why the same hazard can produce vastly different outcomes in different places, and evaluate the effectiveness of hazard management strategies. You will be expected to draw on named case studies and use geographic terminology precisely.

IB Geography hazard questions frequently require you to compare events or evaluate responses. The prompts here progress from process explanation through to critical evaluation of hazard governance, preparing you for both the structured and extended response questions that appear in your optional theme paper.

#### **Prompt 45: Plate Boundary Types and Hazards** **Copy this prompt into your AI tool:**

*Name a type of plate boundary and I will explain the tectonic processes occurring there, identify the types of hazards associated with it, and provide a named location example. Test me on all four boundary types: convergent, divergent, transform and hotspot. SL students should classify hazard types and explain their causes; HL students should*

*additionally evaluate the role of governance and vulnerability frameworks in determining disaster outcomes.*

**What this helps you practise:**

Linking plate boundary types to specific hazard processes

**How to use it well:**

Ensure you can sketch annotated diagrams for each boundary type — visual literacy is valued in IB Geography examinations.

**Prompt 46: Earthquake Wave Types**

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

*Quiz me on seismic wave types. For each wave type — P-waves, S-waves and surface waves — I will describe its characteristics, explain how it travels through the Earth, and analyse how it contributes to earthquake damage. Correct any inaccuracies in my descriptions.*

**What this helps you practise:**

Describing and differentiating seismic wave characteristics

**How to use it well:**

This foundational knowledge supports all earthquake-related prompts — master it before moving to hazard management evaluation.

**Prompt 47: Volcanic Hazard Types**

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

*Assess whether I can examine volcanic eruption scenario. I will identify the type of volcano involved, describe the specific hazards produced — such as lava flows, pyroclastic flows, lahars or ash fall — and analyse which hazard poses the greatest risk to the surrounding population. Check my understanding of each hazard type.*

**What this helps you practise:**

Identifying and analysing specific volcanic hazard types

**How to use it well:**

Build a matrix of volcano types matched to their typical hazards and named examples for rapid recall in examinations.

**Prompt 48: Hazard Risk Equation**

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

*Give me a hazard scenario with information about the hazard magnitude, population vulnerability and community capacity. I will apply the hazard risk equation ( $Risk = Hazard \times Vulnerability / Capacity$ ), explain each component, and analyse which factor most influences the level of risk. Verify my application of the formula.*

**What this helps you practise:**

Applying and interpreting the hazard risk equation

**How to use it well:**

Use this formula as a framework for structuring all hazard responses — it provides the analytical backbone that IB examiners look for.

**Prompt 49: Comparing Earthquake Impacts**

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

*Test me on two earthquakes of similar magnitude but in countries with very different levels of development. I will compare the impacts, analyse why the outcomes differed so significantly, and evaluate which factors — physical, economic, social or governance — were most important in determining the outcome. Assess my comparative analysis.*

**What this helps you practise:**

Comparing hazard impacts across different development contexts

**How to use it well:**

The Haiti 2010 vs Japan 2011 comparison is classic IB material — but prepare alternative pairings to demonstrate breadth.

**Prompt 50: Mass Movement Classification**

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

*Examine my knowledge of mass movement types. Describe a slope failure scenario and I will classify it — as a slide, flow, fall or creep — explain the factors that triggered it, and analyse the role of human activity in increasing the risk. Give me scenarios of increasing complexity.*

**What this helps you practise:**

Classifying mass movements and analysing their triggers

**How to use it well:**

Connect mass movement triggers to broader themes like deforestation and urbanisation to build the integrated analysis IB rewards.

**Prompt 51: Hazard Prediction and Monitoring**

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

*Ask me to evaluate the effectiveness of prediction and monitoring technologies for a specific geophysical hazard. I will describe the technologies used, analyse their strengths and limitations, and make a judgement about whether prediction has significantly reduced hazard risk. Challenge overly optimistic claims.*

**What this helps you practise:**

Evaluating hazard prediction and monitoring technologies

**How to use it well:**

Distinguish between prediction, forecasting and monitoring — IB examiners reward precise use of geographic terminology.

## **Prompt 52: Disaster Response and Recovery**

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

*Give me a case study of post-disaster scenario following a major geophysical event. I will outline the immediate response and longer-term recovery phases, analyse the role of different actors — government, NGOs, international organisations and local communities — and evaluate which actor was most effective. Test my knowledge of a real event.*

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

Analysing multi-actor disaster response and recovery

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

Use the Park model of disaster response to structure your analysis — frameworks like this demonstrate the theoretical grounding IB examiners expect.

## **Prompt 53: Land Use Planning and Hazard Zones**

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

*Give me a scenario where a community is deciding how to zone land in a hazard-prone area. I will analyse the competing interests — economic development, population safety and environmental protection — and evaluate the trade-offs involved in different zoning decisions. Press me to justify my recommended approach.*

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

Evaluating land use planning decisions in hazard-prone areas

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

This decision-making prompt mirrors the type of extended response that appears in IB optional theme papers — practise structuring a clear argument.

## **Prompt 54: Vulnerability and Resilience Frameworks**

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

*Challenge me to apply the concepts of vulnerability and resilience to a geophysical hazard case study. I will define both concepts, analyse the specific factors that made the community vulnerable or resilient, and evaluate how resilience could be strengthened. Assess whether my analysis is sufficiently place-specific.*

**What this helps you practise:**

Applying vulnerability and resilience frameworks to hazard case studies

**How to use it well:**

Always anchor your analysis in specific places and events — IB Geography rewards place-specific knowledge over generic statements.

**Prompt 55: Tsunami Generation and Warning Systems**

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

*Ask me to explain how tsunamis are generated and how warning systems operate. I will describe the tectonic process that triggers a tsunami, explain how warning systems detect and communicate the threat, and evaluate the effectiveness of these systems using a named example. Test whether my process description is complete.*

**What this helps you practise:**

Explaining tsunami processes and evaluating warning system effectiveness

**How to use it well:**

Compare the 2004 Indian Ocean tsunami response with more recent events to show how warning systems have improved — and where gaps remain.

## Section 6

### Leisure, Tourism and Sport

Leisure, tourism and sport is an optional theme that examines the growth of the global tourism industry, its geographic patterns, its impacts on host communities and environments, and the concept of sustainable tourism. This unit also considers the role of sport as a geographic phenomenon, including the impacts of mega-sporting events on cities and nations.

The prompts in this section range from describing global tourism patterns through to evaluating the sustainability of tourism models and the legacy of mega-sporting events. You will need to apply concepts such as Butler's Tourism Area Life Cycle model, carrying capacity, and the multiplier effect to specific case studies.

IB Geography expects you to evaluate tourism and sport from multiple perspectives — economic, environmental, social and cultural. These prompts develop your ability to construct balanced arguments that acknowledge benefits and costs, preparing you for the evaluative questions that dominate this optional theme in examinations.

#### **Prompt 56: Butler's Tourism Area Life Cycle**

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

*I will explain each stage of Butler's Tourism Area Life Cycle model. Present me with a named tourist destination and I will identify which stage it is currently in, justify my classification with evidence, and predict its likely future trajectory. Challenge my classification if you think the evidence is ambiguous.*

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

Applying Butler's model to real tourist destinations

**How to use it well:**

Test yourself on destinations at different stages — a mature resort, an emerging destination and one in decline — to build flexible application skills.

**Prompt 57: Tourism Multiplier Effect**

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

*Ask me to explain the tourism multiplier effect. I will define the concept, trace how tourist spending circulates through a local economy, analyse the factors that determine the size of the multiplier, and discuss why the multiplier may be smaller in developing countries due to leakage. Test my understanding of leakage. At SL, describe the growth of tourism and its impacts; at HL, critically assess how globalisation has reshaped tourism flows and evaluate management strategies at multiple scales.*

**What this helps you practise:**

Explaining the tourism multiplier and economic leakage

**How to use it well:**

Prepare examples of high-leakage and low-leakage tourism economies to use in comparative analysis questions.

**Prompt 58: Ecotourism Evaluation**

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

*Name an ecotourism destination or project. I will describe its principles, analyse how well it balances conservation with economic benefits for local communities, and evaluate whether ecotourism genuinely achieves sustainability or is merely a marketing strategy. Push me to consider criticisms of ecotourism.*

**What this helps you practise:**

Critically evaluating ecotourism claims and outcomes

**How to use it well:**

Use this to prepare for 'to what extent' questions about sustainable tourism — ensure you consider both successes and valid criticisms.

**Prompt 59: Tourism and Cultural Impacts**

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

*Set me a timed task involving case study where tourism has significantly affected local culture. I will analyse both positive and negative cultural impacts, explain the concept of cultural commodification, and evaluate whether tourism preserves or erodes cultural identity. Assess whether my analysis avoids oversimplification.*

**What this helps you practise:**

Analysing the cultural impacts of tourism on host communities

**How to use it well:**

Cultural impacts are often neglected in favour of economic and environmental ones — strengthening this area will differentiate your IB responses.

**Prompt 60: Carrying Capacity in Tourism**

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

*Give me a tourism scenario involving a fragile environment — such as a coral reef, mountain ecosystem or historic city. I will explain the concept of carrying capacity, analyse how tourist numbers may exceed it, and evaluate management strategies for keeping tourism within sustainable limits. Test my knowledge of specific strategies.*

**What this helps you practise:**

Applying carrying capacity concepts to tourism management

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

Connect carrying capacity to environmental, social and perceptual dimensions — IB examiners reward responses that distinguish between these types.

### **Prompt 61: Mega-Sporting Event Impacts**

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

*Name a mega-sporting event such as the Olympics or FIFA World Cup. I will analyse its geographic impacts on the host city or country — covering infrastructure, economic effects, social outcomes and environmental changes — and evaluate whether the legacy was positive or negative overall.*

*Challenge me to consider who benefits and who is displaced. Discuss how this topic could form the basis of an IA fieldwork investigation — identify a focused research question, appropriate methodology and potential data sources for a geographic inquiry.*

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

Evaluating the geographic legacy of mega-sporting events

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

Prepare two contrasting mega-event case studies — one generally positive and one contested — to deploy flexibly in exam responses.

### **Prompt 62: Dark Tourism**

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

*Challenge me to discuss the concept of dark tourism.*

*I will define it, provide examples of dark tourism sites, analyse the motivations of dark tourists, and evaluate the ethical considerations involved. Press me to consider whether dark tourism can be respectful and educational or whether it risks trivialising suffering.*

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

Engaging with ethical dimensions of dark tourism

**How to use it well:**

Dark tourism is an excellent topic for demonstrating the ethical reasoning and multiple perspectives that IB Geography values.

**Prompt 63: Tourism and Environmental Degradation**

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

*Give me a named environment that has been affected by tourism — such as a coastline, rainforest or alpine area. I will identify the specific environmental impacts, analyse the processes causing degradation, and evaluate the effectiveness of management strategies in reducing damage. Test whether my case study knowledge is detailed enough.*

**What this helps you practise:**

Analysing tourism-driven environmental degradation and management responses

**How to use it well:**

Ensure your environmental case studies include specific data or evidence where possible — IB examiners reward precise supporting detail.

**Prompt 64: Changing Tourist Flows**

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

*Ask me to analyse how global tourist flows have changed over recent decades. I will identify the major patterns and trends, explain the factors driving changes — such as economic growth, low-cost airlines, political stability and technology — and evaluate which factor has been most significant. Test my use of data.*

**What this helps you practise:**

Analysing trends and drivers of changing global tourist flows

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

Reference UNWTO data on tourist arrivals and receipts to ground your analysis — IB examiners expect evidence-based responses.

### **Prompt 65: Sustainable Tourism Management**

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

*Quiz me on a tourist destination facing sustainability challenges. I will propose a sustainable tourism management plan covering environmental protection, community involvement, economic viability and visitor management. Then evaluate my plan by identifying its strengths and potential weaknesses.*

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

Designing and defending a sustainable tourism management plan

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

This creative application prompt develops the higher-order thinking that distinguishes top-band IB responses from descriptive ones.

### **Prompt 66: Sport and National Identity**

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

*Quiz me on how sport contributes to national identity and place-making. I will explain the concept using examples, analyse how governments use sport for political purposes, and evaluate the extent to which sport genuinely builds national cohesion or reinforces divisions. Push me beyond superficial examples.*

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

Analysing the geographic and political dimensions of sport and identity

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

Link sport to broader IB Geography themes of

identity, power and place to demonstrate the  
integrated thinking examiners reward.

## Section 7

### Food and Health

Food and health is an optional theme that explores the geographic dimensions of food production, nutrition, disease and healthcare. It examines why food security and health outcomes vary dramatically across the world, analysing the physical, economic, political and social factors that create these disparities. This unit connects strongly to core topics on development and resource consumption.

The prompts in this section challenge you to analyse the geography of food systems — from production and distribution to access and nutrition — alongside the geography of disease and healthcare provision. You will need to use case studies from different geographic and economic contexts to demonstrate the global scope of your understanding.

IB Geography expects you to make connections between food, health and broader development issues. The prompts progress from explaining key concepts and patterns through to evaluating the effectiveness of interventions and policies, building the analytical and evaluative skills that earn marks in the highest markbands.

#### **Prompt 67: Food Security Dimensions**

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

*Test me on the four dimensions of food security — availability, access, utilisation and stability. For each dimension, I will define it, explain how it contributes to food security, and provide a named example where that dimension is compromised. Verify my definitions and examples.*

**What this helps you practise:**

Defining and exemplifying the four pillars of food security

**How to use it well:**

Use these four dimensions as an analytical framework for structuring any IB essay response on food security.

**Prompt 68: Green Revolution Assessment**

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

*Ask me to evaluate the Green Revolution. I will explain what the Green Revolution involved, analyse its successes in increasing food production, and evaluate its environmental and social consequences.*

*Challenge me to consider whether the Green Revolution was a net positive or negative for global food security. SL students should outline the determinants of health; HL students should additionally evaluate the effectiveness of international health interventions using specific case study evidence.*

**What this helps you practise:**

Evaluating the outcomes of the Green Revolution

**How to use it well:**

This is a frequently examined topic — ensure your evaluation balances productivity gains against environmental degradation and social inequality.

**Prompt 69: Disease Diffusion Patterns**

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

*Give me a disease — either communicable or non-communicable — and I will explain its geographic pattern of diffusion, identify the factors that influence its spread or prevalence, and analyse why certain populations are more vulnerable. Then test me on a contrasting disease type.*

**What this helps you practise:**

Explaining geographic patterns of disease diffusion

**How to use it well:**

Prepare one communicable and one non-communicable disease case study with strong geographic detail for your optional theme paper.

**Prompt 70: Famine Causes Analysis**

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

*Provide me with a historical or recent famine. I will analyse whether the famine was caused primarily by physical factors, political factors or economic factors, evaluate which factor was most significant, and discuss whether the famine was preventable. Assess whether I consider the interplay between factors.*

**What this helps you practise:**

Analysing the multi-causal nature of famines

**How to use it well:**

Use Amartya Sen's entitlement theory as a lens for analysis — IB examiners value theoretically informed responses.

**Prompt 71: Global Nutrition Transition**

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

*Challenge me to explain the nutrition transition. I will describe how diets change as countries develop, analyse the health consequences of this transition, and evaluate the geographic implications — including the rise of obesity alongside persistent undernutrition. Test whether my analysis covers both aspects.*

**What this helps you practise:**

Explaining and analysing the global nutrition transition

**How to use it well:**

The nutrition transition demonstrates geographic

paradox — practise explaining how over- and under-nutrition can coexist within the same country.

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**Prompt 72: Healthcare Access Disparities**

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

*Give me data on healthcare access for two contrasting countries or regions. I will analyse the disparities, explain the factors that account for unequal healthcare access — including economic resources, governance, infrastructure and cultural factors — and evaluate what interventions could reduce the gap. Check my use of data.*

**What this helps you practise:**

Analysing factors behind global healthcare access disparities

**How to use it well:**

Connect healthcare disparities to development indicators for integrated responses that demonstrate the cross-topic thinking IB values.

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**Prompt 73: Food Miles and Local Food Movements**

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

*Ask me to discuss the concept of food miles and the growth of local food movements. I will explain the arguments for and against reducing food miles, analyse the geographic implications of shifting to local food systems, and evaluate whether food miles is a useful measure of sustainability. Push me to consider counter-arguments.*

**What this helps you practise:**

Critically evaluating the food miles concept and local food movements

**How to use it well:**

This topic lends itself to balanced 'discuss' responses — practise presenting multiple viewpoints before reaching a reasoned conclusion.

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**Prompt 74: Epidemiological Transition**

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

*Investigate my understanding of the epidemiological transition model. I will explain each stage, link it to the demographic transition, analyse why countries transition from communicable to non-communicable disease burdens, and evaluate the model's applicability to countries experiencing a dual disease burden. Correct any inaccuracies.*

**What this helps you practise:**

Applying and evaluating the epidemiological transition model

**How to use it well:**

Compare the model's predictions with the reality in specific countries — IB Geography rewards critical engagement with models and theories.

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**Prompt 75: Biotechnology in Agriculture**

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

*Quiz me on the role of biotechnology in addressing food security challenges. I will explain how GM crops and other biotechnologies work, analyse the arguments for and against their adoption, and evaluate whether biotechnology can solve food insecurity or creates new risks. Test my balance of argument.*

**What this helps you practise:**

Evaluating the role of agricultural biotechnology in food security

**How to use it well:**

Prepare to discuss biotechnology from environmental, economic, health and ethical perspectives — IB examiners reward multi-dimensional analysis.

## **Prompt 76: Transnational Corporations and Food Systems**

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

*Show me a scenario involving a major agribusiness TNC operating in a developing country. I will analyse the benefits and costs of TNC involvement in food systems, evaluate the power dynamics between TNCs and local farmers, and discuss whether TNC-led food systems can be sustainable. Challenge any bias in my analysis.*

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

Analysing the role of agribusiness TNCs in global food systems

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

TNCs in food systems connect to themes of globalisation, development and sustainability — use this to build integrated responses that impress IB examiners.

## **Prompt 77: Water-Borne Disease Management**

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

*Name a water-borne disease and a region where it is prevalent. I will explain the geographic factors that contribute to its prevalence, analyse the relationship between water quality and disease burden, and evaluate the effectiveness of interventions — both technological and community-based — in reducing incidence. Assess my evaluation.*

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

Linking water quality to disease prevalence and evaluating interventions

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

This cross-topic prompt connects food and health to resource consumption — practise making these links explicit to demonstrate geographic thinking.

# Section 8

## Urban Environments

Urban environments is an optional theme that examines the processes of urbanisation, the spatial patterns of cities, the challenges facing urban areas, and the strategies used to create more sustainable urban futures. With more than half the global population now living in cities, this unit addresses some of the most pressing geographic issues of the 21st century.

The prompts in this section build from understanding urbanisation processes and urban models through to evaluating the sustainability of urban planning and governance. You will need to engage with concepts such as urban sprawl, megacities, urban heat islands, transport planning and urban regeneration, supported by case studies from different parts of the world.

IB Geography rewards responses that demonstrate understanding of urban processes at multiple scales — from neighbourhood to metropolitan to global. These prompts are designed to develop the multi-scale, evaluative thinking that earns marks in the highest markbands for this optional theme.

### **Prompt 78: Urbanisation Trends and Patterns**

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

*Give me urbanisation data for three countries at different development levels. I will analyse the patterns, explain why urbanisation rates differ, and predict how urbanisation trends are likely to change in each country over the next two decades. Evaluate the reasoning behind my predictions.*

**What this helps you practise:**

Analysing and interpreting global urbanisation patterns

**How to use it well:**

Ensure you can distinguish between urbanisation rate and level of urbanisation — this distinction is frequently tested in IB examinations.

**Prompt 79: Urban Land Use Models**

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

*Test me on urban land use models. Name a model — Burgess, Hoyt or Harris and Ullman — and I will explain its structure, analyse its assumptions, and evaluate its applicability to a real city. Then challenge me to explain why no single model fits all cities perfectly. Consider how you might collect primary data on this topic through fieldwork — what sampling strategy, data collection method and ethical considerations would apply to an IA investigation.*

**What this helps you practise:**

Explaining and critically evaluating urban land use models

**How to use it well:**

Apply each model to a city you know well — IB examiners value candidates who can test theoretical models against real-world evidence.

**Prompt 80: Megacity Challenges**

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

*Name a megacity and I will identify its three most significant challenges — choosing from housing, transport, waste management, water supply, air quality or inequality. For each challenge, I will explain its causes, analyse its spatial dimensions, and suggest management strategies. Assess the quality of my spatial analysis.*

**What this helps you practise:**

Identifying and analysing the major challenges facing megacities

**How to use it well:**

Prepare megacity case studies from different world regions — IB Geography expects global awareness, not just knowledge of one region.

**Prompt 81: Rural-Urban Migration Drivers**

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

*Supply a detailed case of rural-urban migration scenario in a developing country. I will identify and categorise the push and pull factors, analyse the demographic and economic impacts on both the rural source and urban destination, and evaluate whether migration has been beneficial overall. Test my analysis of impacts on both areas.*

**What this helps you practise:**

Analysing the causes and dual impacts of rural-urban migration

**How to use it well:**

Always address impacts on both origin and destination — IB examiners penalise one-sided analysis of migration impacts.

**Prompt 82: Urban Heat Island Effect**

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

*Ask me to explain the urban heat island effect. I will describe the phenomenon, analyse the physical and human factors that cause it, evaluate its impacts on urban populations, and discuss strategies for mitigation. Correct any scientific inaccuracies in my explanation.*

**What this helps you practise:**

Explaining the causes and impacts of the urban heat island effect

**How to use it well:**

Link the urban heat island to climate change adaptation — this connection demonstrates the integrated thinking IB Geography rewards.

**Prompt 83: Informal Settlements**

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

*Give me an example of a city with significant informal settlements. I will analyse why informal settlements develop, describe their characteristics, evaluate the effectiveness of different management approaches — such as self-help schemes, site-and-service projects or forced eviction — and argue which approach is most appropriate. Challenge my ethical reasoning.*

**What this helps you practise:**

Analysing informal settlement formation and evaluating management approaches

**How to use it well:**

Contrast top-down and bottom-up approaches to informal settlement management — IB examiners reward responses that consider community perspectives.

**Prompt 84: Sustainable Urban Transport**

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

*Offer me a city facing severe transport challenges. I will diagnose the key transport problems, analyse their causes and geographic patterns, and propose a sustainable transport strategy. Then evaluate my strategy by identifying its strengths, weaknesses and likely barriers to implementation.*

**What this helps you practise:**

Diagnosing urban transport challenges and proposing sustainable solutions

**How to use it well:**

Reference real transport innovations such as BRT

systems, congestion charging or cycling infrastructure to ground your proposals in evidence.

**Prompt 85: Urban Regeneration Projects**

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

*Name an urban regeneration project. I will describe what it involved, analyse its geographic impacts — including changes to land use, demographics and economic activity — and evaluate whether it was successful in achieving its aims. Test whether my evaluation considers who benefited and who was displaced.*

**What this helps you practise:**

Evaluating the outcomes and equity implications of urban regeneration

**How to use it well:**

Gentrification and displacement are critical concepts here — ensure your evaluation addresses who wins and who loses in regeneration processes.

**Prompt 86: Smart City Concepts**

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

*Examine my knowledge of the concept of smart cities. I will define what makes a city 'smart', analyse the technologies involved, evaluate the potential benefits and risks — including issues of surveillance, digital inequality and data privacy — and discuss whether smart city initiatives genuinely improve urban life. Push me beyond optimistic narratives.*

**What this helps you practise:**

Critically evaluating smart city concepts and their geographic implications

**How to use it well:**

Use this to demonstrate engagement with contemporary urban issues — IB examiners value responses that show awareness of current geographic debates.

### **Prompt 87: Counter-Urbanisation and Suburbanisation**

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

*Ask me to distinguish between counter-urbanisation and suburbanisation. I will define each process, explain the factors driving them, analyse their geographic impacts on both urban and rural areas, and evaluate which process is more significant in reshaping settlement patterns today. Test my use of terminology.*

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

Differentiating urban decentralisation processes and their impacts

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

Link these processes to changes in technology, transport and work patterns to show how urban geography is evolving.

### **Prompt 88: Urban Sustainability Frameworks**

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

*Scrutinise my grasp of urban sustainability by presenting me with a city's environmental, social and economic data. I will assess its sustainability using appropriate criteria, identify the most critical sustainability challenge, and evaluate a strategy for improvement. Apply IB assessment criteria to judge my response quality.*

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

Assessing and evaluating urban sustainability using evidence

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

Practise writing this as a timed extended response — managing time and structure is essential for strong performance on IB optional theme papers.

## Section 9

### Geographic Skills and Internal Assessment

Geographic skills underpin every aspect of IB Geography and are assessed across all examination papers as well as the Internal Assessment. This section focuses on the practical skills that IB students need: data collection and presentation, cartographic skills, statistical analysis, qualitative methods, and the research skills required for a successful IA.

The Internal Assessment is worth 20% of the overall IB Geography grade at both SL and HL. It requires students to design and conduct an independent geographic investigation using primary and secondary data, applying appropriate methods and reaching substantiated conclusions. The prompts in this section directly support every stage of the IA process, from selecting a research question to evaluating methodology.

The prompts progress from applying individual skills — such as reading maps, interpreting graphs and calculating statistics — through to the higher-order skills of designing investigations, analysing data critically and evaluating the reliability of findings. Developing these skills will strengthen your performance across all assessment components.

#### **Prompt 89: Choosing an IA Research Question**

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

*I will propose an IA research question for IB Geography. Evaluate it against the following criteria: Is it geographic? Is it investigable through primary data collection? Is it focused enough for 2500 words? Does it allow for analysis and evaluation? Give me specific feedback on how to improve it.*

**What this helps you practise:**

Formulating and refining a viable IA research question

**How to use it well:**

Test multiple research question ideas through this prompt — a strong question is the foundation of a high-scoring IA.

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**Prompt 90: Sampling Methods Selection**

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

*Give me a fieldwork scenario and I will recommend the most appropriate sampling method — random, systematic or stratified. I will justify my choice, explain how I would implement it, and analyse the strengths and limitations of my chosen method. Challenge me to consider why the alternatives might be better.*

**What this helps you practise:**

Selecting and justifying appropriate fieldwork sampling methods

**How to use it well:**

Always connect your sampling method to your research question — IB IA criteria explicitly assess the appropriateness of methodology.

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**Prompt 91: Choropleth Map Interpretation**

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

*Gauge my understanding of a choropleth map description — including the variable shown, the classification scheme and the spatial pattern. I will interpret the pattern, analyse the reasons for spatial variation, and discuss the limitations of using a choropleth map for this data. Then ask me when a choropleth map is and is not appropriate.*

**What this helps you practise:**

Interpreting choropleth maps and evaluating their appropriateness

**How to use it well:**

Map interpretation skills appear in all IB Geography papers — practise describing patterns using geographic terminology like clustering, dispersal and gradient.

**Prompt 92: Statistical Techniques Application**

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

*Give me a set of paired data and a research hypothesis. I will select an appropriate statistical test — such as Spearman's rank correlation or chi-squared — justify my choice, walk through the calculation steps, and interpret the result in geographic terms. Check my calculation and interpretation.*

**What this helps you practise:**

Selecting, applying and interpreting geographic statistical tests

**How to use it well:**

Your IA must include appropriate statistical analysis — practise Spearman's rank and chi-squared until you can apply them confidently.

**Prompt 93: Data Presentation Techniques**

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

*Present me with geographic data and I will recommend the most appropriate presentation method — such as a scatter graph, proportional symbol map, triangular graph or flow map. I will justify my choice, describe how to construct it, and analyse what the presentation reveals. Test me on when common techniques are inappropriate.*

**What this helps you practise:**

Selecting and justifying appropriate data presentation methods

**How to use it well:**

Your IA should include varied and appropriate data

presentation — avoid defaulting to bar charts when more geographic techniques are available.

**Prompt 94: Qualitative Data Collection**

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

*Ask me to design a qualitative data collection method for a geographic investigation — such as interviews, questionnaires or photo surveys. I will explain how I would design and implement the method, analyse its strengths and limitations, and evaluate how it complements quantitative data. Assess the rigour of my methodology. Link to TOK by assessing whether quantitative data in geography produces more reliable knowledge than qualitative accounts, or whether both are essential for understanding place.*

**What this helps you practise:**

Designing rigorous qualitative data collection methods

**How to use it well:**

IB IAs that combine quantitative and qualitative data tend to score higher — use this prompt to develop your mixed-methods approach.

**Prompt 95: GIS and Geospatial Technology**

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

*Quiz me on the uses of Geographic Information Systems in geographic investigation. I will explain what GIS is, describe how it can be used to analyse spatial data, provide examples of GIS applications in geography, and evaluate the advantages and limitations of using GIS. Test my practical understanding.*

**What this helps you practise:**

Understanding GIS applications and their role in geographic analysis

**How to use it well:**

If you use GIS or digital mapping in your IA, this prompt helps you articulate its value — which IB criteria explicitly reward.

**Prompt 96: IA Data Analysis Section**

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

*I will present you with my IA data and analysis. Acting as an IB examiner, evaluate my analysis against IB IA criteria: Have I described the data accurately? Have I identified patterns and anomalies? Have I linked findings to geographic theory? Have I used appropriate analytical techniques? Give criterion-specific feedback.*

**What this helps you practise:**

Self-evaluating IA data analysis against IB assessment criteria

**How to use it well:**

Run your draft IA analysis through this prompt before submission — external feedback against criteria helps identify gaps you may not notice yourself.

**Prompt 97: IA Evaluation and Conclusion**

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

*Quiz me on sharing my IA conclusion and evaluation. Assess whether my conclusion directly answers the research question, whether my evaluation identifies genuine strengths and limitations of the methodology, and whether I suggest realistic improvements. Apply IB IA markband standards and tell me what mark range my work falls in.*

**What this helps you practise:**

Strengthening IA conclusion and evaluation sections

**How to use it well:**

The evaluation section is where many students lose

marks — use this prompt to develop genuinely critical self-reflection on your methodology.

### **Prompt 98: Topographic Map Skills**

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

*Test me on topographic map skills: present features on a topographic map — contour patterns, settlement locations, transport routes, land use — and ask me to interpret them. I will identify the landforms shown, explain the relationship between physical geography and human activity, and use grid references and scale accurately. Increase difficulty progressively.*

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

Interpreting topographic maps and identifying geographic relationships

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

Topographic map skills are foundational — if you struggle here, practise with real OS or USGS maps before attempting complex interpretation.

### **Prompt 99: Fieldwork Risk Assessment**

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

*Probe my knowledge of a fieldwork location and proposed data collection activity. I will conduct a risk assessment by identifying potential hazards, evaluating the level of risk, and proposing mitigation measures. Then challenge me to consider ethical issues in my fieldwork design. Assess the thoroughness of my assessment.*

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

Conducting fieldwork risk assessments and considering ethical issues

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

Risk assessment and ethical awareness are assessed in the IA — demonstrating these explicitly can boost your marks in the methodology section.

## **Prompt 100: Photograph and Sketch Interpretation**

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

*Show me a description of a geographic photograph or field sketch. I will identify the key physical and human features visible, annotate the image with geographic observations, explain the processes shaping the landscape, and suggest what further information I would need to complete a geographic analysis. Increase the complexity of the images progressively.*

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

Interpreting visual geographic evidence from photographs and sketches

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

Visual interpretation appears in IB Geography examinations and supports IA fieldwork — practise annotating images with geographic precision and terminology.

## **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