

GCSE ENGLISH LANGUAGE

100 AI PROMPTS

for Smarter Revision and Exam Prep

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



AI Study Method
THE VELVET METHOD™

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A six-step AI study system

GCSE English Language

100 AI Prompts for Smarter Revision & Exam Prep

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

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We use artificial intelligence tools to help draft and structure example material; all educational guidance has been reviewed and curated for quality and accuracy. This book is designed to support revision and exam preparation and does not replace formal teaching, textbooks, or official specifications.

Students are responsible for ensuring that all work submitted for assessment is their own.

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What Is the Velvet Method?

The Velvet Method is a six-step framework for using AI as a study partner — not a shortcut. Each letter is a stage of effective revision, and each is grounded in what cognitive science says actually works: building understanding, retrieving it under pressure, and spacing your review over time.

V — View See the whole picture of a topic before you study the detail.

E — Evaluate Run a diagnostic to find exactly where your gaps are.

L — Learn Fill those gaps in a way that genuinely sticks.

V — Verify Prove you know it with exam-style questions and examiner-style feedback.

E — Explore Push into top-grade thinking: application, analysis, and unseen problems.

T — Transform Reflect, plan your next session, and lock it in with spaced repetition.

Used in order, the six stages turn AI from a machine that hands you answers into a tutor that strengthens your own thinking — so the work stays yours, and so does the understanding you carry into the exam.

How This Book Is Organised

This book follows the Velvet Method exactly. Its six chapters are the six stages, and the prompts in each chapter do that stage's job for GCSE English Language. View prompts help you map the course; Evaluate prompts diagnose your gaps; Learn prompts help you understand; Verify prompts test you against mark schemes; Explore prompts stretch you into top-grade thinking; and Transform prompts help you reflect and remember.

Work through the stages roughly in order when you tackle a whole topic, or dip into a single stage when you need it — a quick diagnostic before a test, or some examiner-style marking the night before.

Every prompt is a starting point, not a script. Adapt them, raise the difficulty, swap in your own topic, and ask the AI to challenge your thinking rather than do it for you. The goal is never to get answers from AI. It is to use AI to test, challenge, and sharpen what you know.

How to Run a Velvet Session

Having a hundred prompts is not the same as knowing how to use them. Here is how the six stages fit together in a real study session — and how to turn them into a habit rather than a one-off.

For a new topic, work roughly in order: View to map it, Evaluate to find your gaps, Learn to fill the most important ones, Verify to prove they're fixed, Explore to stretch, and Transform to lock it in and plan your next review. You won't always use all six — before a test you might go straight to Evaluate and Verify.

A worked example

Say you have ninety minutes on analysing language in a 19th-century non-fiction text. Open with a View prompt to map the analysis toolkit — identifying language techniques (metaphor, alliteration, listing, semantic field, imagery), identifying structural features (focus, shifts, perspectives), and connecting choices to effects on the reader. Run the Evaluate diagnostic and find that linking technique to effect (rather than just naming techniques) is shaky. Use two Learn prompts: an analogy for what 'effect on the reader' actually means, and a Walk-Me-Through prompt for writing a PEE/PEEL paragraph about a writer's use of imagery. Then Verify with an examiner-marked language-analysis question on a short unseen extract. Finally, a Transform prompt schedules a review of analytical vocabulary in three days. One topic, five prompts, every stage earning its place.

Spread it out

The method works partly because it spaces your learning, so resist racing through this whole book in one sitting. A realistic rhythm is one or two topics a week through the full cycle, with short Verify and Transform reviews of earlier topics layered on top. The spacing is not a delay — it is the mechanism.

Lean on the prompts less over time

At first, use the prompts word for word. As you grow more confident, strip the scaffolding away — shorten them, raise the difficulty, and eventually run a whole stage from memory. The aim is to need this book less and less.

Trust, but Verify

AI is a powerful study partner, but it is not always right — and the danger is that you are using it precisely because you don't yet know the material well enough to notice when it's wrong. Treating its output as automatically correct is the single biggest risk in studying with AI.

What to watch for in English Language especially: AI tools can confidently misidentify language features (calling alliteration what is actually sibilance, or mis-labelling structural shifts). They can produce 'analysis' that names a technique without linking it to a specific effect, which is exactly what loses marks. They can write creative pieces in a register that's too AI-flat to mark as strong student writing. They can produce essay structures that miss your board's assessment objectives — at GCSE, marks reward technique + textual evidence + effect on reader, in every paragraph. Always verify a technique against your terminology list, and use the AI to challenge your reading, not to write your essay for you.

So build the habit of checking. Keep your specification and a trusted textbook to hand, and cross-reference anything that will go into your memory. Ask the AI to show its reasoning and where a mark point comes from, so you can judge it. When a marked answer surprises you, challenge it — ask why that is the model answer. And use the Verify-stage prompt that asks the AI to include a deliberate error, to keep your own eye sharp. If the AI and your specification ever disagree, the specification wins.

This is not a reason to distrust the tool. It is the skill that makes you safe to use it — and learning to check AI well is itself one of the most valuable things this method will teach you.

Quick Start: Which Prompt, When

Not sure where to begin? Match your situation to a stage:

Starting a brand-new topic: View (Prompts 1–10), then run a diagnostic.

A test tomorrow, short on time: the diagnostics (Prompts 11–25), then a few Verify prompts on your weak spots.

You've revised but it won't stick: Learn (Prompts 26–43), especially Feynman and draw-from-memory.

You know it but keep losing exam marks: Verify (Prompts 44–71), especially examiner marking and command words.

Aiming for the top grades: Explore (Prompts 72–88).

End of a session or week: Transform (Prompts 89–100).

When in doubt, run the Whole-Topic Diagnostic (Prompt 11) — it will tell you what you need.

These prompts are your toolkit.

The Velvet Method course is where you learn to wield them.

Six steps taught in full, worked examples for every stage, and a complete prompt library across your subjects.

Learn the method at aistudymethod.co.uk/courses

Contents

What Is the Velvet Method?	iii
How This Book Is Organised.....	iv
How to Run a Velvet Session.....	v
Trust, but Verify.....	vi
Quick Start: Which Prompt, When.....	vii
Note on Exam Boards and Syllabi.....	ix
View Prompts 1–10 — mapping the course.....	1
Evaluate Prompts 11–25 — diagnosing your gaps.....	4
Learn Prompts 26–43 — building understanding.....	8
Verify Prompts 44–71 — testing against mark schemes.....	13
Explore Prompts 72–88 — top-grade thinking.....	20
Transform Prompts 89–100 — reflection and spaced repetition.....	25
Final Closing Note.....	28
Using AI Beyond This Book.....	29
About the Velvet Method.....	30
The Velvet Method Series.....	31

Note on Exam Boards and Syllabi

This book supports GCSE English Language students across all major UK exam boards, including AQA, Edexcel (Pearson), OCR, and WJEC/Eduqas. The prompts cover the core skills common to every specification — reading comprehension, language analysis, comparison of texts, and creative and transactional writing — so whichever board you study, the great majority will be directly relevant.

Exam boards differ in the proportions of fiction and non-fiction, in whether spoken language is examined separately, and in the genres they set for unseen extracts, but the fundamental skills at GCSE English Language are highly consistent: identifying explicit and implicit information from a text, analysing how writers use language and structure to create effects, comparing writers' viewpoints and methods across texts, evaluating texts critically, writing for different purposes and audiences (creative and transactional), and producing accurate, fluent and varied prose. Spoken language is assessed separately on most specifications.

Always cross-reference with your own specification and use it as the definitive guide to what you will be examined on. This book is a powerful revision companion; your specification remains the final word on content.



View

Before you revise a single detail, build the big picture. The View stage uses AI to map the syllabus, find the core ideas a topic depends on, and see how everything connects — so that when you study the detail, it has somewhere to attach. Start here for any new topic.

Prompt 1: Map the Whole Specification

Copy this prompt into your AI tool:

Act as an GCSE English Language tutor. Give me a structured overview of the entire GCSE English Language course, grouped into the linguistic frameworks (sound effects in writing, vocabulary, grammar, semantics, implied meaning, structure), how children learn language, how English has changed over time, language and society, and text-analysis skills. For each area, list the key sub-topics, writers and frameworks in a single line.

What this helps you practise: Seeing the whole course as one connected map before revising any single part.

How to use it well: Keep this overview somewhere visible and tick off each sub-topic as you secure it, so you always know where a new writers fits in the bigger picture.

Prompt 2: Build the Big Picture of a Topic

Copy this prompt into your AI tool:

Before I study [topic, e.g. how children learn language, or how English has changed over time] in detail, give me a one-paragraph big-picture summary: what this topic is fundamentally about, the three or four core ideas everything else hangs on, and how it connects to the rest of GCSE English Language.

What this helps you practise: Building a mental framework that writers and data can attach to.

How to use it well: Read this before your textbook, not after. The framework makes the detailed reading far easier to absorb.

Prompt 3: Create a Personalised Spec Checklist

Copy this prompt into your AI tool:

Using the GCSE English Language specification for [your exam board] on the topic of [topic], produce a checklist of everything I must be able to do, written as a list of 'I can...' statements (for example, 'I can identify and label minor sentences, ellipsis and non-fluency features in a spoken transcript').

What this helps you practise: Turning a vague topic into a concrete, testable list of skills.

How to use it well: Tell the AI your exact board. Then RAG-rate each statement (red/amber/green) so your revision targets reds first.

Prompt 4: Find the Spine of a Topic

Copy this prompt into your AI tool:

Identify the five or six absolutely central ideas in [topic, e.g. language used to persuade or control, or how children learn language] that everything else depends on. Explain in one line why each is load-bearing, and what falls apart in essays if I don't grasp it.

What this helps you practise: Distinguishing the core debates from the peripheral detail.

How to use it well: Master the spine first. Once the central ideas are secure, the surrounding studies attach quickly and make sense.

Prompt 5: See How a Topic Connects to the Course

Copy this prompt into your AI tool:

Show me how [topic] links to other areas of GCSE English Language. Give me a cross-topic map: for each connection, name the other topic and explain the link in one sentence (for example, how children learn language links to how English has changed over time via lexical innovation, to writers' choices about gender via gendered socialisation, and to the linguistic frameworks via phonological development).

What this helps you practise: Thinking synoptically, which is what separates top grades.

How to use it well: Synoptic links are heavily rewarded. Build these maps early so the connections feel natural by exam season.

Prompt 6: Prioritise by Exam Weighting

Copy this prompt into your AI tool:

Based on past GCSE English Language papers for [your board], tell me which topics and frameworks appear most frequently and carry the most marks. Help me rank what to prioritise if my revision time is limited.

What this helps you practise: Spending limited time where it earns the most marks.

How to use it well: Treat this as guidance, not gospel — always cross-check against your specification.

Prompt 7: Get a Five-Minute Primer Before a Lesson

Copy this prompt into your AI tool:

I'm about to study [topic, e.g. implied meaning] for the first time. Give me a five-minute primer: the key vocabulary (deixis, implicature, face, politeness), the main idea in plain English, and the three questions I should be able to answer by the end of the lesson.

What this helps you practise: Priming your brain so new teaching lands on prepared ground.

How to use it well: Previewing before a lesson dramatically improves how much you take from it.

Prompt 8: Turn Spec Points into Exam Questions

Copy this prompt into your AI tool:

Take these specification statements for [topic] and, for each one, write the kinds of exam questions an examiner could realistically ask, including the likely command words (analyse, evaluate, discuss, compare) and mark allocations.

What this helps you practise: Seeing your syllabus through the examiner's eyes.

How to use it well: This converts passive spec points into active targets. Keep the questions to test yourself with later.

Prompt 9: Sketch a Linguistic Frameworks Map

Copy this prompt into your AI tool:

Describe a labelled diagram of the linguistic frameworks I should be able to apply on any text: sound effects in writing, vocabulary and semantics, grammar and syntax, implied meaning, structure. For each, list 5–10 features to identify and the terminology I should use. Present this as a set of nodes for me to draw out by hand.

What this helps you practise: Organising the toolkit you'll apply on every transcript or text.

How to use it well: Draw it yourself rather than copying — the act of building it is where the learning happens. Have it open in every text-analysis practice.

Prompt 10: Set a Clear Goal for a Revision Session

Copy this prompt into your AI tool:

Help me set a specific, achievable objective for a 45-minute revision session on [topic, e.g. writers' choices about gender]. Define exactly what I should be able to do by the end, and break it into three concrete checkpoints.

What this helps you practise: Giving each session a clear purpose instead of vague 'reading'.

How to use it well: A session with a defined endpoint is far more effective than open-ended revision.

E

Evaluate

You can't fix gaps you haven't found. The Evaluate stage uses AI as a diagnostic: it tests you, catches the things you only think you know, and tells you precisely where to spend your time. Honest answers here save you hours later.

Prompt 11: Whole-Topic Diagnostic with Confidence Rating

Copy this prompt into your AI tool:

You are an GCSE English Language examiner running a diagnostic. Write 12 short questions spanning [topic], with a spread of difficulty and varied command words. Present them and wait. I will answer each and tag my confidence as (Sure), (Unsure) or (Guess). Then mark against concise model answers, flag anything I marked (Sure) but got wrong as my most dangerous gap, flag anything I got right but marked (Guess) as not yet secure, and rank my weakest sub-topics with what to study first. Finally, give me a one-sentence summary of my top three dangerous gaps that I can paste straight into my revision tracker.

What this helps you practise: Pinpointing exactly where your understanding is weakest before you revise.

How to use it well: The confidence tags catch the gaps a normal quiz hides — the things you got right by luck and the things you were wrong but certain about.

Prompt 12: Rapid Recall Audit

Copy this prompt into your AI tool:

Give me 15 quick recall questions covering the breadth of [module, e.g. linguistic frameworks], one at a time, no notes allowed. At the end, sort every topic I touched into three buckets: secure, shaky, and missing.

What this helps you practise: A fast, honest snapshot of what's actually in your memory.

How to use it well: Do this closed-book — the value is in the honest result, not a good score.

Prompt 13: Find My Misconceptions

Copy this prompt into your AI tool:

Ask me to explain [concept, e.g. why nature/nurture debates in CLA are oversimplified, or the difference between dialect and accent]. As I answer, probe for the specific misconceptions GCSE English Language students commonly hold, and tell me clearly which ones I'm showing.

What this helps you practise: Surfacing the subtle wrong ideas that quietly cost marks.

How to use it well: Misconceptions are dangerous because they feel like knowledge. Naming yours is the first step to fixing them.

Prompt 14: Pre-Test Triage

Copy this prompt into your AI tool:

I have a test on [topic] tomorrow. Run a quick diagnostic to find out where my understanding is weakest, then tell me precisely which two or three areas to spend tonight on, and roughly how long on each.

What this helps you practise: Turning night-before panic into a focused, prioritised plan.

How to use it well: Be honest in your answers — a diagnosis based on bluffing sends you to revise the wrong things.

Prompt 15: Command-Word Diagnostic

Copy this prompt into your AI tool:

Test whether I can handle different command words on the same content. Ask me an 'identify', then an 'analyse', then a 'discuss', then an 'evaluate' question on [topic], and tell me which command word I struggle with most.

What this helps you practise: Diagnosing exam-technique gaps, not just knowledge gaps.

How to use it well: Different commands demand different shapes. Knowing the difference protects you from one-size-fits-all answers.

Prompt 16: Map the Gaps Across a Module

Copy this prompt into your AI tool:

Sweep across the whole of [module] with a broad set of questions including data analysis, theory application, and short evaluation. Output a ranked gap list — my weakest area at the top — with a one-line reason for each ranking.

What this helps you practise: Getting a module-wide picture rather than topic tunnel vision.

How to use it well: Use the ranked list to plan a week of revision, working top-down from your biggest weakness.

Prompt 17: Test Depth, Not Just Surface

Copy this prompt into your AI tool:

Ask me about [concept, e.g. why the term 'standard English' is contested]. Whatever I answer, keep asking 'why' and 'how do you know' until either my understanding runs out or you're satisfied it's genuinely deep. Then tell me where it ran out.

What this helps you practise: Distinguishing real understanding from memorised statements.

How to use it well: The point where you can no longer answer 'why' is exactly where your real revision should begin.

Prompt 18: Diagnose My Terminology

Copy this prompt into your AI tool:

Test my command of linguistic terminology with a short mixed set: identify five word classes in a sample sentence, name three non-fluency features in a transcript, give the correct phonetic symbol for a sound, and classify a clause structure. Tell me which terminology I need to drill.

What this helps you practise: Catching the terminology weaknesses that quietly cost marks across the paper.

How to use it well: Vague labelling loses AO1 marks. Drill until each feature can be identified by its correct technical name.

Prompt 19: Diagnose My Theory Recall

Copy this prompt into your AI tool:

Quiz me on the major writers for [topic, e.g. CLA — Skinner, Chomsky, Bruner, Vygotsky, Piaget, Halliday, Tomasello]. For each, ask me to give the key claim in one sentence and one supporting study or evidence. Tell me which writers is weakest in my memory.

What this helps you practise: Securing the writers marks essays rely on.

How to use it well: Named writers are the foundation of GCSE English Language essays. Drill each until you can deploy them in a sentence.

Prompt 20: Test a Linked Concept

Copy this prompt into your AI tool:

Give me a diagnostic that specifically checks whether I can connect [topic A, e.g. how English has changed over time] and [topic B, e.g. language used to persuade or control], not just recall each separately. Tell me whether my weakness is in the individual topics or in linking them.

What this helps you practise: Diagnosing cross-topic weakness, a common hidden gap.

How to use it well: You can know two topics well and still fail to link them. This isolates which problem you actually have.

Prompt 21: Self-Explanation Check

Copy this prompt into your AI tool:

I'm going to explain [topic, e.g. why prescriptivism persists in contemporary debates about English] to you in my own words. Listen, then identify every gap, error, vague statement, or missing link in my explanation, in order of importance.

What this helps you practise: Forcing the gaps in your understanding to reveal themselves.

How to use it well: Explaining out loud exposes far more than re-reading ever will. The vague bits in your explanation are your real gaps.

Prompt 22: Exam-Readiness Score

Copy this prompt into your AI tool:

Act as a tough GCSE English Language examiner. Ask me the hardest questions you realistically could on [topic], then rate my readiness for each sub-area on a scale of 1 to 5 and justify each score.

What this helps you practise: Getting a frank, examiner's-eye assessment of where you stand.

How to use it well: Ask it to be strict. A flattering score the week before an exam helps nobody.

Prompt 23: Confidence vs Competence Audit

Copy this prompt into your AI tool:

For [topic, e.g. CLA], first ask me how confident I feel about each sub-area (phonological, lexical, grammatical, pragmatic development). Then test me on each. Finally, show me where my confidence and my actual performance don't match.

What this helps you practise: Exposing over-confidence, which is where careless marks are lost.

How to use it well: The mismatches matter most: areas you feel sure about but perform poorly on are where exam disasters happen.

Prompt 24: Diagnose from a Mistake

Copy this prompt into your AI tool:

Here is a question I got wrong: [paste the question and my answer]. Don't just give me the right answer — diagnose the underlying gap or misconception that caused the mistake, and tell me what else that gap probably affects.

What this helps you practise: Learning from errors at the level of the cause, not the symptom.

How to use it well: One mistake often points to a deeper gap. Fix the cause, not just the instance.

Prompt 25: Weekly Diagnostic Sweep

Copy this prompt into your AI tool:

Run my weekly diagnostic across everything I've revised this week: [list topics]. Compare my performance, tell me what has improved and what is slipping, and what needs revisiting before next week.

What this helps you practise: Tracking progress and catching topics that fade over time.

How to use it well: Knowledge decays without review. A weekly sweep catches the slipping topics before they're forgotten.

L

Learn

Now fill the gaps in a way that sticks. The Learn stage uses AI to explain, analogue, roleplay, and break concepts down — and crucially to check your understanding, not just deliver information. One rule for every prompt here: when an explanation finally clicks, close the chat and reproduce it from memory, out loud or on paper, before moving on. Understanding something as you read it is not the same as being able to recall it later — the moment of 'I get it' is the cue to test yourself, not to stop.

Prompt 26: Explain with an Analogy

Copy this prompt into your AI tool:

Explain [difficult concept, e.g. the politeness principle, or the difference between langue and parole] using a clear everyday analogy. Then ask me to map each part of the analogy back onto the real linguistics to check I've understood, not just enjoyed the story.

What this helps you practise: Grasping an abstract concept by anchoring it to something familiar.

How to use it well: Always map the analogy back to the linguistics — an analogy you can't translate is entertainment, not understanding.

Prompt 27: Use the Feynman Technique

Copy this prompt into your AI tool:

I'm going to explain [topic, e.g. why a child says 'mouses' before learning the irregular plural] as simply as if I were teaching a younger sibling who has never studied this. Listen, then point out exactly where I used jargon to paper over a gap, where my logic broke, and where I oversimplified.

What this helps you practise: Achieving genuine understanding by teaching it plainly.

How to use it well: If you can't explain it simply, you don't fully understand it. The jargon you reach for marks the gaps.

Prompt 28: Roleplay a Theorist

Copy this prompt into your AI tool:

Roleplay as [writers, e.g. named writers at a conference defending her 1975 model] facing critical questions from later writers. Narrate the argument they'd make and quiz me on the evidence as we go.

What this helps you practise: Making a theoretical debate vivid and memorable.

How to use it well: Inhabiting a writer's perspective makes their position stick — and exposes its limits.

Prompt 29: Build a Mnemonic

Copy this prompt into your AI tool:

Help me create a memorable mnemonic for [list, e.g. the stages of CLA, or the Hayakawa ladder of abstraction]. Then test me on whether I can reconstruct the full list from the mnemonic.

What this helps you practise: Locking ordered lists into long-term memory.

How to use it well: Make the mnemonic slightly absurd or personal — odd associations are easier to recall than bland ones.

Prompt 30: Walk Me Through, Then Blank It Out

Copy this prompt into your AI tool:

Walk me through [analysis, e.g. applying the linguistic frameworks to a 100-word transcript] step by step. Then give the same transcript back to me with the analysis blanked out for me to fill in.

What this helps you practise: Moving from guided analysis to independent execution.

How to use it well: The blank-it-out step is the learning. Don't skip it because the walkthrough felt clear — clear isn't the same as learned.

Prompt 31: Compare and Contrast

Copy this prompt into your AI tool:

Build a comparison table for [X vs Y, e.g. Skinner vs Chomsky on CLA, or the deficit vs difference models of writers' choices about gender]. Include the points GCSE examiners care about: claims, evidence, criticism, contemporary status. Then quiz me specifically on the differences.

What this helps you practise: Sharpening the distinctions examiners love to test.

How to use it well: Confusable pairs are exam favourites. Knowing the differences cold is worth more than knowing each in isolation.

Prompt 32: Teach the Hard Bit Three Ways

Copy this prompt into your AI tool:

Explain [tricky concept, e.g. informal admiration, or implicature] to me in three completely different ways — a definition-led way, an analogy, and a worked transcript example. Then ask me which made it click and test that understanding.

What this helps you practise: Finding the explanation that actually works for you.

How to use it well: Different concepts yield to different explanations. Keep the version that clicks and use it as your anchor.

Prompt 33: Ground the Abstract in the Concrete

Copy this prompt into your AI tool:

Take this abstract idea — [e.g. 'structure community' or 'speech act'] — and give me two concrete, specific examples from real or transcribed language, then ask me to generate a third myself.

What this helps you practise: Connecting concepts to real language data.

How to use it well: Generating your own example is the test of understanding. If you can produce a new case, you've got the concept.

Prompt 34: Draw a Sound Chart from Memory

Copy this prompt into your AI tool:

Guide me to draw and label a simplified IPA vowel chart from memory, then a consonant chart. Tell me which symbols I missed or mislabelled.

What this helps you practise: Building the IPA recall that sound effects in writing questions require.

How to use it well: Phonological analysis without IPA is generic. Drill the symbols until you can produce them and place them confidently.

Prompt 35: Why Does the Pattern Form?

Copy this prompt into your AI tool:

Don't just tell me what happens in [linguistic pattern, e.g. why some words shift meaning over time] — explain why it forms that way. Give the underlying social or cognitive mechanism for each step.

What this helps you practise: Replacing rote description with causal understanding.

How to use it well: Understanding the 'why' of a pattern lets you analyse new data without memorisation.

Prompt 36: Unpack a Definition Word by Word

Copy this prompt into your AI tool:

Take this precise GCSE definition — [e.g. of 'vocabulary', of 'implied meaning', or of 'sound effects in writing'] — and unpack it word by word, explaining why each term is in there and what would be wrong if it were left out.

What this helps you practise: Mastering the exact wording examiners require.

How to use it well: GCSE definitions are precise for a reason. Knowing why each word matters helps you reproduce them exactly.

Prompt 37: Link Framework to Data

Copy this prompt into your AI tool:

For [framework, e.g. structure], walk me through identifying and analysing three features in a real text or transcript, naming the feature, locating it, and offering one interpretive comment. Then ask me to apply the same framework to a new short text.

What this helps you practise: Building the framework-to-data link that data-analysis questions require.

How to use it well: Identification without interpretation scores nothing. Always link the feature to context, audience or purpose.

Prompt 38: Interleave Two Confusable Topics

Copy this prompt into your AI tool:

Alternate between explaining and quizzing me on [topic A, e.g. accent] and [topic B, e.g. dialect], which I keep mixing up. Deliberately switch between them so I have to tell them apart each time.

What this helps you practise: Building the discrimination to keep similar topics separate.

How to use it well: Interleaving feels harder than studying one topic at a time, but it's exactly that difficulty that stops you confusing them.

Prompt 39: Turn My Notes into Understanding

Copy this prompt into your AI tool:

Here are my notes on [topic, e.g. how English has changed over time]: [paste]. Turn them into a clear, causal explanation, and point out anything I've written down as a fact without actually understanding why it's claimed.

What this helps you practise: Converting copied notes into genuine comprehension.

How to use it well: Notes can hide a lack of understanding. This step exposes the lines you've memorised but couldn't explain.

Prompt 40: Explore What Happens If a Variable Changes

Copy this prompt into your AI tool:

For [study or context, e.g. named writers's Martha's Vineyard study], walk through what would change if one variable changed — for example, if the population were younger, or the social tension different. Use the change to test whether I really understand the original study.

What this helps you practise: Deepening understanding by examining variations.

How to use it well: Understanding what would change makes you ready for unfamiliar contemporary data.

Prompt 41: Build Precise Vocabulary

Copy this prompt into your AI tool:

Generate the key technical terms for [topic, e.g. structure — anaphora, ellipsis, deixis, cohesion, coherence], each with a precise GCSE definition and a sentence showing correct use. Then test me by giving definitions and asking for the term, and vice versa.

What this helps you practise: Building the exact vocabulary that earns marks.

How to use it well: Imprecise vocabulary loses marks even when the idea is right. Drill the exact terms until they're automatic.

Prompt 42: Explain the Shape of a Data Set

Copy this prompt into your AI tool:

Talk me through interpreting a small linguistic data set on [topic, e.g. a frequency count of features in a child's utterances]. Explain what each pattern shows, then give me a blank version to interpret myself.

What this helps you practise: Practising interpretation of small-scale linguistic data, as exam papers expect.

How to use it well: Data interpretation rewards identifying the trend (with figures) and then linking it to theory.

Prompt 43: Make a Process into a Story

Copy this prompt into your AI tool:

Turn [process, e.g. a child's transition from holophrastic to two-word utterances] into a short, vivid story with a clear sequence of stages, then quiz me on the order and the key thing that happens at each stage.

What this helps you practise: Using narrative structure to remember developmental stages.

How to use it well: Stages are easier to recall as a story than as a list. Make the developmental chain the plot.



Verify

Familiar is not the same as known. The Verify stage uses AI as an examiner: it asks exam-style questions, marks you against realistic mark schemes, and shows you exactly where marks are won and lost. This is the heart of the method, so this is the longest chapter.

Prompt 44: Examiner Marking Against a Mark Scheme

Copy this prompt into your AI tool:

Act as a senior GCSE English Language examiner. Give me one 9-mark extended-writing or analysis question on [topic]. After I answer, mark it against a realistic mark scheme: focus on AO1 (linguistic terminology), AO2 (theoretical engagement), AO3 (context-of-production), comparison across texts (where applicable) (comparison where relevant). Tell me the level, mark, and the single most valuable improvement.

What this helps you practise: Practising extended answers and learning how the AO marks are awarded.

How to use it well: Note which AO you keep underweighting — that pattern is your improvement plan.

Prompt 45: Closed-Book Retrieval Quiz

Copy this prompt into your AI tool:

Quiz me on [topic] with ten questions, one at a time, no notes allowed. Don't give me the answer until I've committed to mine, then tell me if I'm right and correct any error precisely.

What this helps you practise: Strengthening memory through the act of retrieval itself.

How to use it well: Retrieval, not re-reading, is what builds durable memory. Commit to an answer before checking — the effort is the point.

Prompt 46: Drill the Identify-and-Interpret Move

Copy this prompt into your AI tool:

Give me a short transcript or text on [topic]. Ask me to identify three features using precise linguistic terminology AND interpret each one in context. Mark me on whether the identification is precise and the interpretation is grounded in audience, purpose or context.

What this helps you practise: Building the AO1+AO3 move that data-analysis questions demand.

How to use it well: Identification alone scores AO1; interpretation alone scores AO3. Combining them in the same sentence is what earns both.

Prompt 47: Find the Missing Theorist

Copy this prompt into your AI tool:

Write a model answer to a 9-mark extended-writing on [topic], then remove two of the mark-worthy writers references and present it to me. Ask me to identify exactly which two are missing.

What this helps you practise: Training your eye to see what a top-mark essay relies on.

How to use it well: Learning to spot what's missing from a good essay is how you stop leaving marks on the table.

Prompt 48: Demand Precise Terminology

Copy this prompt into your AI tool:

Test me on the precise linguistic terminology for [topic]. Accept only answers that use the correct technical term — if I'm vague or use everyday language, tell me exactly which term would have earned the mark.

What this helps you practise: Producing the exact terminology that AO1 marks require.

How to use it well: AO1 rewards precise labelling. Drill until each feature has its correct technical name automatically.

Prompt 49: Mark a Transcript Analysis

Copy this prompt into your AI tool:

Give me a short spoken transcript and ask me to analyse it with attention to non-fluency features, turn-taking, adjacency pairs, and pragmatic features. Then critique my analysis as an examiner would — am I identifying with precision, and am I interpreting in context?

What this helps you practise: Producing transcript analyses that earn AO1 and AO3 marks together.

How to use it well: Always combine identification with contextual interpretation. Pure description scores below half marks.

Prompt 50: Apply a Theory to a Text

Copy this prompt into your AI tool:

Give me a short text on [topic] and ask me to apply a relevant theoretical framework (e.g. Grice's maxims, or Halliday's metafunctions) to it. Mark me on whether I used the theory as a lens to open the data, not as a label.

What this helps you practise: Practising the theory-as-lens application that lifts essays.

How to use it well: Top marks come from theory used to interpret data, not theory dropped in alongside it.

Prompt 51: Structure a 25-Marker

Copy this prompt into your AI tool:

Give me a 9-mark extended-writing question on [topic]. Before marking content, assess the structure: a clear thesis in the introduction, balanced argument paragraphs, integrated AOs, sustained engagement with theory, and a justified conclusion. Is each section identifiable?

What this helps you practise: Structuring extended essays so every level mark is reachable.

How to use it well: Examiners can only award marks they can find. A clear structure tells them immediately which level you've reached.

Prompt 52: Check a Quantitative Data Analysis

Copy this prompt into your AI tool:

Give me a small data table from [topic, e.g. CLA frequency counts] and ask me to describe the pattern, link it to theory, and judge its limitations. Mark me on the data description, the theoretical link, and the limitation.

What this helps you practise: Securing the data-analysis marks examiners reliably award.

How to use it well: Always describe (with figures), then theorise, then evaluate the limitations of the data.

Prompt 53: Interpret a Spoken vs Written Text

Copy this prompt into your AI tool:

Present me with a short spoken transcript and a short written equivalent on the same topic. Ask me to compare them across the linguistic frameworks. Mark me separately on the linguistic precision and the comparative argument.

What this helps you practise: Practising the spoken/written comparison that paper questions test.

How to use it well: True comparison links features explicitly. 'In the spoken text...' followed by 'In the written text...' rarely earns the comparison marks.

Prompt 54: Synoptic Retrieval Challenge

Copy this prompt into your AI tool:

Ask me a question that requires me to pull together knowledge from at least three different areas of GCSE English Language to answer fully — for example, a question on the language of social media that needs vocabulary, structure and language used to persuade or control.

What this helps you practise: Retrieving and connecting across topics under question pressure.

How to use it well: Synoptic questions reward range. Practise reaching deliberately into other topics for relevant points.

Prompt 55: Same Topic, Different Command Words

Copy this prompt into your AI tool:

Ask me three questions on [topic] using three different command words — for example 'analyse', 'discuss' and 'evaluate'. Mark each against what that command word requires, and tell me which I handle worst.

What this helps you practise: Matching your answer to what each command word actually demands.

How to use it well: The content may overlap, but the command word changes what scores. This builds that discrimination.

Prompt 56: Drill the Context-of-Production Comment

Copy this prompt into your AI tool:

Give me a short text on [topic] and ask me to write a paragraph specifically about its context of production (audience, purpose, genre, mode). Mark me on whether I tied each contextual point to a specific linguistic feature.

What this helps you practise: Lifting AO3 marks from background to argument.

How to use it well: Context dropped as background scores AO1-only credit. Context tied to specific linguistic features scores AO3 too.

Prompt 57: Spring the Common Error Trap

Copy this prompt into your AI tool:

Ask me questions on [topic] designed around errors GCSE English Language students most commonly make (for example, confusing 'phonetic' and 'phonological', or confusing 'social variation in language' and 'personal style'). Catch me if I fall for one and explain the correct version.

What this helps you practise: Inoculating yourself against the classic, predictable mistakes.

How to use it well: Examiners know the common errors and test for them. Knowing yours in advance is half the battle.

Prompt 58: Rapid-Fire Terminology

Copy this prompt into your AI tool:

Fire 15 linguistic features from [framework] at me, one at a time, and ask me to give the precise technical term as fast as I can. Then list the ones I got wrong or vague for me to drill again.

What this helps you practise: Making core terminology fast and automatic.

How to use it well: Speed matters — in the exam you want terminology to come instantly so your thinking time goes on the hard parts.

Prompt 59: Predict the Mark Scheme

Copy this prompt into your AI tool:

Show me a past-paper-style question on [topic]. Before answering, I'll predict where the AO marks fall. Then reveal a realistic mark scheme and tell me how accurate my prediction was.

What this helps you practise: Learning to think like the examiner who wrote the mark scheme.

How to use it well: If you can predict the AOs, you can target your answer to hit each.

Prompt 60: Verify a Phonetic Transcription

Copy this prompt into your AI tool:

Ask me to phonetically transcribe a short phrase using IPA. Then critique my transcription as an examiner would: correct symbols, correct stress, correct vowel quality.

What this helps you practise: Producing accurate phonetic transcription under recall.

How to use it well: Phonetic accuracy is examined directly. Practise common UK phonemes until they're automatic.

Prompt 61: Drill the Apply-and-Critique Move

Copy this prompt into your AI tool:

Give me a transcript and a theoretical lens (e.g. named writers's deficit model). Ask me to apply the lens AND critique its fit — what does it illuminate, where does it fail? Mark me on both moves.

What this helps you practise: Practising the apply-and-critique move that GCSE essays reward.

How to use it well: Applying a theory without critiquing scores half-marks. The critique earns the grade 9.

Prompt 62: Practise a 'Compare' Question

Copy this prompt into your AI tool:

Give me a 'compare' question on [X and Y, e.g. two texts in different modes]. Mark me on whether I made genuine comparative statements (linking the two) rather than describing each separately.

What this helps you practise: Writing true comparisons rather than parallel descriptions.

How to use it well: A real comparison uses linking words — 'whereas', 'in contrast', 'both'. Two separate descriptions side by side rarely earn the comparison marks.

Prompt 63: Practise an 'Evaluate' Question

Copy this prompt into your AI tool:

Give me an 'evaluate' question on [topic, e.g. a theoretical claim about language used to persuade or control]. Mark me on whether I presented evidence on more than one side and reached a justified conclusion, rather than just listing points.

What this helps you practise: Building the balanced judgement 'evaluate' requires.

How to use it well: 'Evaluate' wants a weighed conclusion, not a list. Make sure you actually come down on a side, with a reason.

Prompt 64: Practise a 'Discuss' Question

Copy this prompt into your AI tool:

Give me a 'discuss' question that places [topic] in a contemporary or contested context. Mark me on whether I considered multiple positions, supported each with theory and data, and concluded.

What this helps you practise: Building the discussion skill 'discuss' questions test.

How to use it well: 'Discuss' rewards structured weighing. Use 'on the one hand... on the other hand... overall...' as your spine.

Prompt 65: Climb the Identify-Analyse-Theorise Ladder

Copy this prompt into your AI tool:

On [single text feature, e.g. politeness markers in a workplace transcript], ask me first to identify, then to analyse the effect, then to link to a theoretical framework. Mark each rung separately so I can see where my answer stops being strong.

What this helps you practise: Seeing exactly where your answer shifts from solid to shaky.

How to use it well: The rung where your answer weakens shows the boundary of your real understanding — revise from there.

Prompt 66: Mark My Real Answer

Copy this prompt into your AI tool:

Here is my answer to [question]: [paste]. Mark it strictly to grade 9 standard against a realistic mark scheme, tell me the exact level and mark, and rewrite one sentence of mine to show what top-mark phrasing looks like.

What this helps you practise: Getting precise, personalised feedback on your actual writing.

How to use it well: The rewritten sentence is a model to imitate. Compare it with yours to see exactly what 'top mark' phrasing adds.

Prompt 67: Fill a Retrieval Grid

Copy this prompt into your AI tool:

Create a retrieval grid for [topic]: a set of prompts or blank cells covering the key terminology, writers, studies and contextual frames, which I'll fill in entirely from memory. Then check my grid and highlight the gaps.

What this helps you practise: Wide-coverage recall practice in one efficient exercise.

How to use it well: Retrieval grids cover a lot of ground fast. Redo the gaps a day later to confirm they've stuck.

Prompt 68: Simulate a Timed Question

Copy this prompt into your AI tool:

Give me a single GCSE question on [topic] with a stated mark allocation and realistic exam timing. I'll answer under that time pressure, then you mark it.

What this helps you practise: Practising working accurately at exam pace.

How to use it well: Knowing your content isn't enough if you're too slow. Practise to the clock so timing never surprises you.

Prompt 69: Sit a Mini Past-Paper Set

Copy this prompt into your AI tool:

Give me a short set of three exam-style questions covering different paper components, mixing text analysis and an extended essay. Mark the whole set and summarise my strongest and weakest question types.

What this helps you practise: Rehearsing the mixed demands of a real exam paper.

How to use it well: Mixed sets reveal which question types you fear. Drill the weakest type specifically afterwards.

Prompt 70: Catch the AI's Deliberate Error

Copy this prompt into your AI tool:

Answer this question yourself: [question on a transcript or theoretical claim]. Include exactly one subtle but real error — for example, a misnamed feature, a misattributed writers, or a phonetic symbol used wrongly — and challenge me to find and correct it. Tell me if I got it,

then explain the error and why it would have been easy to miss — so I learn the spotting pattern, not just the specific instance.

What this helps you practise: Building the critical eye to spot when AI (or you) is wrong.

How to use it well: AI is notorious for plausibly-wrong linguistic terminology. Practising spotting errors protects you from absorbing them.

Prompt 71: Mixed Whole-Paper Retrieval

Copy this prompt into your AI tool:

Quiz me with 12 questions drawn from across the whole course: [list topics]. Mix frameworks, theory, change, and CLA randomly, and at the end tell me which topics I'm weakest on overall.

What this helps you practise: Retrieving under the topic-switching conditions of a real exam.

How to use it well: Random topic order is harder than block revision — and exactly what the exam does. Train for it.

E

Explore

Top grades come from thinking, not just knowing. The Explore stage uses AI to push you into application, analysis, unseen data, and synoptic links across the course — the level that separates good answers from excellent ones.

Prompt 72: Tackle Unseen Data

Copy this prompt into your AI tool:

Give me a novel data-analysis question for GCSE English Language using a transcript or text I won't have seen. Ask me to apply the frameworks and tell me how well I handled the unfamiliarity.

What this helps you practise: Applying linguistic skills to genuinely new data, as exams demand.

How to use it well: Always identify mode, audience and purpose before analysing. The frameworks make sense relative to context.

Prompt 73: Build a Synoptic Chain

Copy this prompt into your AI tool:

Challenge me to connect at least three different GCSE English Language topics into a single chain of reasoning about [theme, e.g. how technology is changing English]. Push me to make each link explicit.

What this helps you practise: Constructing the extended, cross-topic reasoning that earns top grades.

How to use it well: Top candidates connect topics. Practise building chains: feature → theory → context → social effect.

Prompt 74: Apply a Theory to a New Mode

Copy this prompt into your AI tool:

Take [theory, e.g. Goffman's face theory] and give me a context I won't have studied — for example, social media or workplace meetings — where I have to apply it. Then judge whether I applied it correctly.

What this helps you practise: Transferring a theory beyond the example you learned it with.

How to use it well: Real understanding is shown by transfer. If you can only use a theory in its original example, you don't fully own it yet.

Prompt 75: Critique a Linguistic Study

Copy this prompt into your AI tool:

Describe a named linguistic study on [topic]. Ask me to identify its strengths and weaknesses — sample, method, validity, generalisability — and suggest how I'd improve it. Then evaluate my critique.

What this helps you practise: Building the methodological-critique skill examiners reward heavily.

How to use it well: Critique studies as a linguist would: sample size, representativeness, ecological validity, theoretical assumptions.

Prompt 76: Predict and Justify

Copy this prompt into your AI tool:

Set me a scenario about [topic, e.g. how English might change in the next 20 years] and ask me to predict what would happen, then justify my prediction with linguistic theory. Tell me whether my reasoning, not just my prediction, was sound.

What this helps you practise: Reasoning forward from theory to predicted outcomes.

How to use it well: The justification scores, not the guess. Always explain the linguistic mechanism behind your prediction.

Prompt 77: Investigate an Open Question

Copy this prompt into your AI tool:

Pose me a genuinely open linguistic question related to [topic, e.g. 'is text-speak ruining English?'] — one where you explore possibilities with me rather than giving a single answer — and challenge my reasoning at each step.

What this helps you practise: Practising the exploratory thinking behind the hardest essays.

How to use it well: Sit with open questions rather than rushing to one answer. Engaging with prescriptivism vs descriptivism is itself examinable.

Prompt 78: Connect to a Contemporary Debate

Copy this prompt into your AI tool:

Link [topic] to a contemporary debate — for instance the use of singular 'they', AI-generated language, or accent-based discrimination — and ask me application questions that use that context.

What this helps you practise: Seeing how textbook linguistics shows up in real contemporary structure.

How to use it well: Examiners reward use of contemporary examples. Memorise three or four contemporary debates per topic.

Prompt 79: Compare Two Studies

Copy this prompt into your AI tool:

Pick two named texts on [topic] and ask me to compare them on methodology, findings, and theoretical contribution. Mark me on the depth of comparison and the use of evidence.

What this helps you practise: Building the comparative-study skill that cross-topic essays reward.

How to use it well: Always link the comparison back to a debate. Comparison alone scores less than comparison driven by theory.

Prompt 80: Interpret a Graph You've Never Seen

Copy this prompt into your AI tool:

Show me (in words) an unfamiliar data set or graph related to [topic] — for example, an unfamiliar word frequency curve over decades, or feature density in a corpus. Ask me to interpret it from first principles, then tell me what I read well and what I missed.

What this helps you practise: Reading unfamiliar figures using underlying linguistics, not memory.

How to use it well: Unseen graphs test whether you understand the linguistics or just memorised familiar shapes.

Prompt 81: Reason Across Frameworks

Copy this prompt into your AI tool:

Ask me a question that requires me to reason across at least three linguistic frameworks for [topic]. Judge whether I kept the chain of analysis intact across the levels.

What this helps you practise: Building the multi-framework analytical skill examiners reward.

How to use it well: Top analyses cross levels: sound effects in writing shapes vocabulary, vocabulary shapes implied meaning. Move across them deliberately.

Prompt 82: Design a Linguistic Investigation

Copy this prompt into your AI tool:

Ask me to design an investigation into [question, e.g. how vocabulary varies between age groups in a workplace]. Require me to state the data I'd gather, sampling method, frameworks, and ethical issues, then critique my design.

What this helps you practise: Building the design skill that the NEA and cross-topic questions reward.

How to use it well: Always state the data source, sample, and chosen frameworks. Linguistic investigations need explicit methodology.

Prompt 83: Challenge My Reasoning

Copy this prompt into your AI tool:

I'll make a linguistic claim and my reasoning for it about [topic, e.g. why a particular feature is disappearing]. Your job is to challenge it — find the flaw, the missing evidence, or the better counter-argument — and push me to defend or revise my position.

What this helps you practise: Strengthening arguments by stress-testing them.

How to use it well: Having your reasoning challenged is uncomfortable and valuable. A claim that survives scrutiny is one you can defend in the exam.

Prompt 84: Choose the Right Framework

Copy this prompt into your AI tool:

Give me a text or transcript and a set of possible frameworks. Ask me which is most appropriate for the question being asked and to justify the choice, then tell me if I'm right and why.

What this helps you practise: Applying judgement to choose the framework that fits the question.

How to use it well: The right framework earns AO2 marks. Always state why the framework fits — and acknowledge what it can't capture.

Prompt 85: Debate an Ethical or Evaluative Issue

Copy this prompt into your AI tool:

Set me an evaluative question on a contested area — for example, prescriptivism in education, dialect levelling, or the politics of standard English. Mark me on whether I presented a balanced argument with linguistic evidence on both sides and a justified conclusion.

What this helps you practise: Building the balanced, evidence-based judgement evaluative questions need.

How to use it well: Evaluative questions want both sides and a reasoned verdict. Avoid one-sided lists — weigh the arguments and conclude.

Prompt 86: Solve a Novel Problem

Copy this prompt into your AI tool:

Give me a problem on [topic] that I can only solve by combining two or more frameworks or theories. Don't tell me which — let me work it out, then review my approach.

What this helps you practise: Combining frameworks to solve unfamiliar problems, the mark of mastery.

How to use it well: The hardest questions hide which knowledge to use. Practising 'which framework applies here?' is itself a skill.

Prompt 87: Apply Synoptic Thinking to a Single Text

Copy this prompt into your AI tool:

Pick a single text — for example a tabloid headline, a tweet, or a podcast extract — and ask me to analyse it synoptically across all the frameworks and with contextual analysis. Mark how well I integrated the different levels.

What this helps you practise: Integrating multiple frameworks around a single real text.

How to use it well: Texts are natural cross-topic hooks. Tracing one across all levels rehearses exactly the linkage examiners reward.

Prompt 88: Reflect on Your Own Idiolect

Copy this prompt into your AI tool:

Pose me reflective questions about how my own personal style was shaped by family, region, education, peer group and media. Push me to identify three specific features of my own English and explain their origin.

What this helps you practise: Building the metalinguistic awareness that lifts essays.

How to use it well: Your own personal style is a free data set. Use it to ground abstract theory in observable features.

T

Transform

Learning that isn't reviewed is learning that fades. The Transform stage uses AI to help you reflect on how you studied, log your mistakes, plan your next session, and schedule spaced reviews — turning effort today into memory that lasts to the exam.

Prompt 89: Review the Session

Copy this prompt into your AI tool:

Summarise what I worked on in this session on [topic]. Tell me what now looks secure, what's still shaky, and what I should revisit — and schedule reviews at widening intervals (1 day, 3 days, 7 days, 14 days) — this is the rhythm the cognitive-science research on spacing shows beats forgetting.

What this helps you practise: Consolidating a session and planning the right review timing.

How to use it well: Ending each session with a review-and-schedule step is what turns effort into lasting memory.

Prompt 90: Build a Spaced-Repetition Schedule

Copy this prompt into your AI tool:

Help me build a spaced-repetition schedule for [topic] running up to my exam on [date]. Space the reviews so I revisit each topic at widening intervals, and tell me what to do on each review day (terminology Monday, writers Tuesday, data analysis Wednesday).

What this helps you practise: Scheduling reviews at the intervals that beat forgetting.

How to use it well: Spacing is one of the most powerful study principles there is. A schedule removes the guesswork and the cramming.

Prompt 91: Build an Error Log

Copy this prompt into your AI tool:

Help me set up an error log for GCSE English Language. Give me a simple structure to record each mistake (question, my answer, the correct answer, the cause: wrong term, missing writers, weak context). Then take this mistake I just made — [describe it] — and show me how to log it.

What this helps you practise: Turning mistakes into a targeted, personal revision resource.

How to use it well: Your errors are the most efficient thing you can revise. A good log makes sure you actually learn from each one.

Prompt 92: Plan Tomorrow from Today's Gaps

Copy this prompt into your AI tool:

Based on the gaps we found in today's session — [list them] — build me a focused plan for tomorrow's revision: what to do, in what order, and how long on each, with the biggest weakness first.

What this helps you practise: Converting today's diagnosis directly into tomorrow's action.

How to use it well: A plan built from real diagnosed gaps beats a generic timetable every time. Let the evidence drive the plan.

Prompt 93: Run a Metacognitive Check

Copy this prompt into your AI tool:

Ask me reflective questions about how I just studied [topic]: did I analyse transcripts, did I memorise terminology, did I write timed essays, or did I just re-read? Then suggest one change to my method.

What this helps you practise: Becoming aware of, and improving, how you study.

How to use it well: Studying smarter starts with noticing how you study now. One honest change per week compounds quickly.

Prompt 94: Set Up a Progress Tracker

Copy this prompt into your AI tool:

Help me create a simple progress tracker for GCSE English Language: a list of all my topics with a confidence rating for each that I can update over time. Suggest how often to revisit and update it.

What this helps you practise: Keeping a clear, evolving picture of where you stand.

How to use it well: A tracker stops you over-revising comfortable topics and neglecting weak ones. Update it honestly after each session.

Prompt 95: Find My Recurring Mistakes

Copy this prompt into your AI tool:

Here are several mistakes I've made recently: [paste or describe them]. Look for the pattern — is there a recurring type of error (wrong terminology, missing context, dropped writers) — that I keep repeating?

What this helps you practise: Spotting the systematic weakness behind scattered errors.

How to use it well: Individual mistakes are noise; the pattern is signal. Fixing one recurring flaw can lift marks across many questions.

Prompt 96: Plan a Timetable to the Exam

Copy this prompt into your AI tool:

Work backwards from my exam date [date] to build a realistic GCSE English Language revision timetable across all my topics: [list]. Build in review days, weak-topic time, writers consolidation, and full past-paper practice near the end.

What this helps you practise: Turning a daunting syllabus into a paced, finishable plan.

How to use it well: Working back from the exam date keeps the plan realistic. Protect the review and past-paper days.

Prompt 97: Analyse a Mock Paper

Copy this prompt into your AI tool:

Here are my results and the questions I dropped marks on in a recent mock: [paste]. Help me analyse it: which AO cost me the most marks, and what I should prioritise as a result.

What this helps you practise: Mining a mock for everything it can tell you, AO by AO.

How to use it well: Tracking marks by AO shows whether to revise terminology (AO1), theory (AO2), or context (AO3).

Prompt 98: Turn Weaknesses into a To-Do List

Copy this prompt into your AI tool:

Take everything we've identified as weak across my recent sessions — [summarise] — and turn it into a concrete, prioritised to-do list of specific revision actions, not vague intentions (for example: 'memorise the major CLA writers and one supporting study each').

What this helps you practise: Converting fuzzy weaknesses into clear next actions.

How to use it well: 'Revise CLA' is vague; 'write three CLA essays and log AO1 faults' is an action.

Prompt 99: Build a Theorist and Study Bank

Copy this prompt into your AI tool:

Help me build and maintain a writers and study bank for GCSE English Language: for each topic, the named writers, their key claim, and one supporting study. Test me on retrieving them under exam-style prompts.

What this helps you practise: Building the writers bank that top essays rely on.

How to use it well: Theorists are the foundation of GCSE English Language essays. Drill until each can be deployed confidently.

Prompt 100: Consolidate the Week

Copy this prompt into your AI tool:

It's the end of my study week. I covered [list topics]. Run a consolidation: a quick mixed quiz across all of them, a note of what improved and what's slipping, and a plan for what next week should prioritise.

What this helps you practise: Closing each week with review, reflection, and re-planning.

How to use it well: A weekly consolidation stops topics quietly fading and keeps your plan responsive to how you're actually progressing.

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 English Language exams.

Remember: the goal was never to rely on AI for answers. It was to use AI 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 gap you found, each explanation you improved, and each mistake you corrected has strengthened your thinking.

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

- Add constraints, for example “limit your answer to three key points”.
- Increase the difficulty gradually as you improve.
- Ask the AI to challenge your reasoning rather than agree with it.
- Request alternative explanations when the first doesn't click.
- Ask it to critique your thinking instead of handing you the answer.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking. Treat AI as a tutor, not a shortcut. The skill of asking better questions will keep mattering long after these exams are over.

About the Velvet Method

The Velvet Method is a study system built by teachers who believe that AI, used well, can give every student the kind of personalised support that was once the preserve of expensive private tutoring.

Our resources are designed around cognitive science — retrieval practice, spaced repetition, schema-building, and metacognition — and around a single principle: AI should strengthen a student's thinking, never replace it.

Explore the full series of subject guides, free revision games and tools, and the Velvet Method course at aistudymethod.co.uk.

The Velvet Method Series

The 100 AI Prompts series supports students across GCSE, A-Level and IB DP. Every title is free to download.

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

IB DP

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Physics
- Chemistry
- Biology
- Economics
- Geography
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