

GCSE ENGLISH LITERATURE 100 AI PROMPTS

for Smarter Revision and Exam Prep

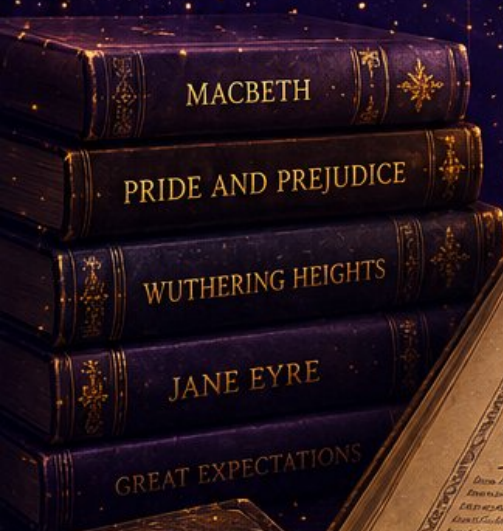
Active recall, exam technique, and mark-scheme thinking – without cheating.

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

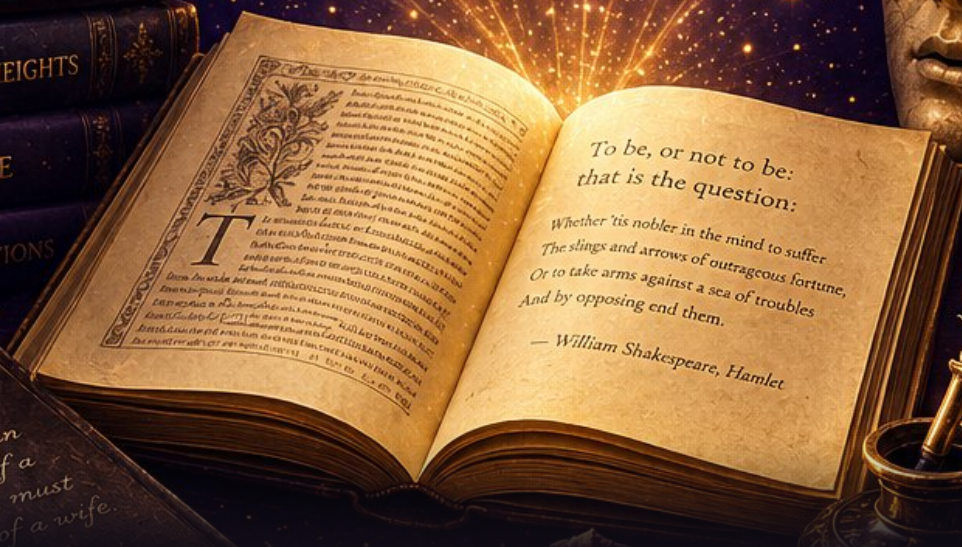
— William Wordsworth

*Though walking
all the world's
a stage,
And all the men
and women merely
players.*

— William Shakespeare



*It is a truth
universally
acknowledged,
that a single man
in possession of a
good fortune, must
want of a wife.*



AI Study Method
THE VELVET METHOD™

THE VELVET METHOD™

A six-step AI study system

GCSE English Literature

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 Literature. 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 Macbeth. Open with a View prompt to map the play's structural elements — the inciting prophecy, the dagger scene, the murder of Duncan, the tragic recognition, the language of guilt — and the major contexts (Jacobean kingship, the divine right of kings, witchcraft beliefs). Run the Evaluate diagnostic and find that contextual links and your quotation bank are shaky. Use two Learn prompts: an analysis prompt that walks through Lady Macbeth's 'unsex me here' soliloquy, and a Walk-Me-Through prompt for weaving context (Jacobean beliefs about witches) into analysis. Then Verify with an examiner-marked extract question on Macbeth's relationship with Lady Macbeth. Finally, a Transform prompt schedules a review of memorised quotations 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 Literature especially: AI tools are notorious for inventing quotations and misattributing them, paraphrasing famous passages slightly wrongly, and confidently citing critics or interpretations that don't exist. They can summarise interpretations in ways that flatten the real debate. They can produce essay structures that are fine in general but miss your board's AO weighting — at GCSE, marks reward close textual analysis (AO2), informed argument (AO1) and contextual links (AO3) used together in each paragraph. Always verify quotations against the text yourself, and use the AI to test your own reading, not to supply readings to memorise.

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

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Note on Exam Boards and Syllabi

This book supports GCSE English Literature 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 — close analysis, contextual reading, comparison, and engagement with character, theme, language and structure — so whichever board and set texts you study, the great majority will be directly relevant.

GCSE English Literature is taught through set texts that vary by board — typically a Shakespeare play, a 19th-century novel, a modern text (drama or prose), a poetry anthology and unseen poetry — but the assessment objectives are highly consistent: AO1 read, understand and respond to texts using textual references; AO2 analyse the language, form and structure used by a writer to create meanings and effects; AO3 show understanding of the relationships between texts and the contexts in which they were written. The prompts in this book are written around those skills and use [text] and [theme] placeholders so you can drop in your specific set texts.

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 Literature tutor. Give me a structured overview of the entire GCSE English Literature course, grouped by component and set texts. For each text, list the major themes, key structural elements, principal contexts and the kinds of critical readings examiners expect me to engage with.

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

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

Prompt 2: Build the Big Picture of a Text

Copy this prompt into your AI tool:

Before I study [text, e.g. Macbeth, The Great the protagonist, or the poetry anthology] in detail, give me a one-paragraph big-picture summary: what this text is fundamentally about, the three or four core themes it explores, and how it sits in its literary and historical context.

What this helps you practise: Building a mental framework that close analysis can attach to.

How to use it well: Read this before your detailed re-read, not after. The framework makes close reading far more efficient.

Prompt 3: Create a Personalised AO Checklist

Copy this prompt into your AI tool:

Using the GCSE English Literature specification for [your exam board] on [text], produce a checklist of AO-by-AO skills I must be able to demonstrate, written as 'I can...' statements (for example, 'I can analyse Shakespeare's manipulation of the iambic pentameter to mark Macbeth's psychological collapse').

What this helps you practise: Turning a vague text 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 Text

Copy this prompt into your AI tool:

Identify the five or six absolutely central scenes, passages or moments in [text] that everything else depends on. Explain in one line why each is load-bearing, and what falls apart in an essay if I don't grasp it.

What this helps you practise: Distinguishing the core moments from the peripheral narrative.

How to use it well: Master the spine first. Memorise quotations from those load-bearing moments — they'll appear in every essay.

Prompt 5: See How a Text Connects to Other Texts

Copy this prompt into your AI tool:

Show me how [text] links to my other set texts for comparison across texts (where applicable) connections. Give me a cross-topic map: for each connection, name the linked text and theme, and explain the link in one sentence (for example, the construction of female agency in Macbeth and in the 19th-century novel).

What this helps you practise: Building the comparative-text thinking comparison across texts (where applicable) demands.

How to use it well: Connections are heavily rewarded. Build these maps early so that by exam season the comparisons feel natural rather than forced.

Prompt 6: Prioritise by Question Frequency

Copy this prompt into your AI tool:

Based on past GCSE English Literature papers for [your board, this text], tell me which themes and aspects 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. But it's a sensible way to triage when time is short.

Prompt 7: Get a Five-Minute Primer Before Studying a Scene

Copy this prompt into your AI tool:

I'm about to do close analysis on [scene/extract] from [text]. Give me a five-minute primer: what's happening, the key dramatic/poetic devices to watch for, the contextual frame, and the three things I should be able to say about it by the end of my reading.

What this helps you practise: Priming your brain so close reading lands on prepared ground.

How to use it well: Previewing a scene before close reading dramatically improves how much you notice.

Prompt 8: Turn Themes into Essay Questions

Copy this prompt into your AI tool:

Take these major themes of [text] and, for each one, write the kinds of essay questions an examiner could realistically ask, including the likely command words ('to what extent', 'explore the methods by which', 'how far do you agree') and AO weightings.

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

How to use it well: This converts passive theme knowledge into active essay practice. Keep the questions for later in the Verify stage.

Prompt 9: Sketch a Structural Map of a Text

Copy this prompt into your AI tool:

Describe a structural map of [text] — its movements, turning points, climax, resolution, and the patterns of imagery or motif that run across it. Present this as a set of labelled nodes for me to draw out by hand.

What this helps you practise: Organising the text around its architecture, not as plot.

How to use it well: Drawing the structure forces you to think about how the text is built — which is what AO2 (language and structure analysis) questions actually examine.

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 [text, e.g. Macbeth]. 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. Check off the three checkpoints as you go.

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-Text Diagnostic with Confidence Rating

Copy this prompt into your AI tool:

You are an GCSE English Literature examiner running a diagnostic. Write 12 short questions spanning [text] — covering themes, structure, characters, contexts, and critical interpretations. 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 areas 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 of the text 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 [text or component], one at a time, no notes allowed. At the end, sort every aspect 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 and resist the urge to look anything up — 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 [theme or aspect, e.g. why Lady Macbeth is more dangerous than Macbeth, or how Blake's symbolism works in 'The Tyger']. As I answer, probe for the specific misconceptions GCSE English Literature students commonly hold (oversimplified readings, single-cause character motivation, anachronism), and tell me clearly which ones I'm showing.

What this helps you practise: Surfacing the simplistic readings that quietly cost marks.

How to use it well: Reductive readings score below half marks. Naming yours is the first step to deepening them.

Prompt 14: Pre-Test Triage

Copy this prompt into your AI tool:

I have a test on [text] 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: AO Diagnostic

Copy this prompt into your AI tool:

Test whether I can hit each assessment objective on [text]. Ask me one question targeting AO1 (informed personal response) (informed argument), one AO2 (language and structure analysis) (close analysis of language/form/structure), one AO3 (context) (context), one comparison across texts (where applicable) (connections to another text), and one the way different readers might respond (critical interpretations). Tell me which AO I struggle with most.

What this helps you practise: Diagnosing AO weakness, the most direct way to identify lost marks.

How to use it well: Mark loss is usually AO-shaped, not topic-shaped. Knowing your weakest AO is worth real marks.

Prompt 16: Map the Gaps Across a Text

Copy this prompt into your AI tool:

Sweep across the whole of [text] with a broad set of questions, mixing analysis of key scenes with contextual and critical questions. 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 text-wide picture rather than scene 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 [aspect, e.g. how Shakespeare uses asides and soliloquies to construct Lady Macbeth's relationship with the audience]. 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 analytical understanding from memorised quotations.

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 Quotation Bank

Copy this prompt into your AI tool:

Test me on the quotations I have memorised for [text]. For each, ask me to reproduce it exactly, locate it in the text, and offer one analytical comment on its language or form. Tell me which quotations are weakest in my memory.

What this helps you practise: Securing the quotation bank essays rely on.

How to use it well: Vague paraphrases score little. Drill memorisation of 15–20 short, precise quotations per text.

Prompt 19: Diagnose My Context Use

Copy this prompt into your AI tool:

Quiz me on the relevant contexts for [text] — historical, literary, biographical, theoretical — and ask me how each would enter an essay. Tell me where my contextual knowledge is thin or under-applied.

What this helps you practise: Securing AO3 (context) marks across essays.

How to use it well: Context dropped without analytic purpose scores nothing. Always tie context to a specific textual moment.

Prompt 20: Test a Linked Concept

Copy this prompt into your AI tool:

Give me a diagnostic that specifically checks whether I can connect [text A] and [text B] thematically and formally, not just recall each separately. Tell me whether my weakness is in the individual texts or in linking them.

What this helps you practise: Diagnosing comparison across texts (where applicable) connection weakness.

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

Prompt 21: Self-Explanation Check

Copy this prompt into your AI tool:

I'm going to advance an argument about [text, e.g. that Macbeth is structured as a tragedy of trust]. Listen, then identify every gap, weak evidence point, missed AO, or missing link in my argument, in order of importance.

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

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

Prompt 22: Exam-Readiness Score

Copy this prompt into your AI tool:

Act as a tough GCSE English Literature examiner. Ask me the hardest questions you realistically could on [text], then rate my readiness for each aspect 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 [text], first ask me how confident I feel about each major theme, character, scene and critical interpretation. 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 an essay paragraph I got marked low: [paste the paragraph and the comment]. Don't just give me the right answer — diagnose the underlying weakness in argument, evidence, AO integration, or structure that caused the mark loss.

What this helps you practise: Learning from essay-paragraph weaknesses at the level of cause.

How to use it well: One weak paragraph often points to a recurring fault. Fix the fault, not just the paragraph.

Prompt 25: Weekly Diagnostic Sweep

Copy this prompt into your AI tool:

Run my weekly diagnostic across everything I've revised this week: [list texts and themes]. 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, analogise, 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 literary concept, e.g. dramatic irony, free indirect discourse, or the Romantic sublime] using a clear everyday analogy. Then ask me to map each part of the analogy back onto a specific example from [text] to check I've understood, not just enjoyed the story.

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

How to use it well: Always map the analogy back to the text — 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 [aspect of text, e.g. why the protagonist is a moral failure as well as a moral hero] 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 argument 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 Character

Copy this prompt into your AI tool:

Roleplay as [character, e.g. Lady Macbeth at the start of Act 3] in their key scene. Narrate the choices they make, their motivations, and the rhetorical strategies they employ. Quiz me on the textual evidence as we go.

What this helps you practise: Making character motivation vivid and textually grounded.

How to use it well: Inhabiting a character forces you to grasp their rhetorical and emotional choices — which is what character-essay AO2 (language and structure analysis) needs.

Prompt 29: Build a Mnemonic for Quotations

Copy this prompt into your AI tool:

Help me create a memorable mnemonic for [a set of related quotations, e.g. five Lady Macbeth lines, or four sublime moments in 'Frankenstein']. Then test me on whether I can reconstruct the full set from the mnemonic.

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

How to use it well: Quotations are the currency of GCSE English Literature. A mnemonic for the most important ones is well worth the effort.

Prompt 30: Close Read, Then Blank It Out

Copy this prompt into your AI tool:

Walk me through close-reading [extract] step by step — language, form, structure, context, interpretation. Then give me the same extract back with the analysis blanked out for me to produce on my own.

What this helps you practise: Moving from guided close reading 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 Two Texts

Copy this prompt into your AI tool:

Build a comparison table for [text A vs text B] on [theme, e.g. the treatment of female agency]. Include the points GCSE examiners care about: textual evidence, formal techniques, contexts of production, and critical interpretations. Then quiz me specifically on the connections.

What this helps you practise: Sharpening the comparative skill comparison across texts (where applicable) demands.

How to use it well: Strong comparison across texts (where applicable) answers state connections, not parallels. 'Both texts depict X' is weaker than 'X is treated similarly in A and B because...'.

Prompt 32: Teach the Hard Bit Three Ways

Copy this prompt into your AI tool:

Explain [tricky aspect, e.g. why Shakespeare uses prose for Lady Macbeth and verse for Macbeth, or why the protagonist uses Nick as a narrator] to me in three completely different ways — a definition-led way, an analogy, and a worked textual 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 critical idea — [e.g. 'the male gaze', 'the unreliable narrator', 'the dramatic monologue'] — and give me two concrete, specific examples from [text], then ask me to generate a third myself.

What this helps you practise: Connecting critical concepts to the text.

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

Prompt 34: Map a Character Across the Text

Copy this prompt into your AI tool:

Guide me to map [character, e.g. Macbeth's psychological arc across the play] using key quotations and turning points. Tell me where my map misses important moments or misreads the development.

What this helps you practise: Building the character-arc analysis essay questions reward.

How to use it well: Characters develop — the trajectory matters. Avoid 'static character at the start vs end' readings.

Prompt 35: Why Does the Author Do That?

Copy this prompt into your AI tool:

Don't just tell me what happens in [scene/passage] — explain why the author makes the specific choices they do (language, form, structure, perspective). Give the underlying purpose at each move.

What this helps you practise: Replacing rote scene-summary with authorial-choice analysis.

How to use it well: A02 (language and structure analysis) marks come from author-as-craftsperson analysis. Always frame analysis as 'X makes Y choice because...'.

Prompt 36: Unpack a Critical Term Word by Word

Copy this prompt into your AI tool:

Take this precise GCSE critical term — [e.g. 'tragic hero', 'pathetic fallacy', 'liminality'] — and unpack it word by word, explaining why each component is in there and what would be wrong if it were left out.

What this helps you practise: Mastering the precise critical vocabulary examiners reward.

How to use it well: Vague use of critical terminology costs marks. Drill until each term is used with full conceptual weight.

Prompt 37: Link Text to Critic

Copy this prompt into your AI tool:

For [text and aspect], summarise the views of two or three named critics from my critical anthology or wider reading, and link each to a specific scene or passage. Test me by giving the critic and asking for the textual link, and vice versa.

What this helps you practise: Building the critic-text bank the way different readers might respond requires.

How to use it well: Critics named without textual anchoring score little. Always tie each critic to a specific passage of the text.

Prompt 38: Interleave Two Confusable Aspects

Copy this prompt into your AI tool:

Alternate between explaining and quizzing me on [aspect A] and [aspect B] of [text] which I keep mixing up — for example, two characters or two themes. Deliberately switch between them so I have to tell them apart each time.

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

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

Prompt 39: Turn My Notes into Argument

Copy this prompt into your AI tool:

Here are my notes on [text]: [paste]. Turn them into a clear argument structured around a thesis, and point out anything I've written down as a fact without actually understanding its significance for an essay.

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

How to use it well: Notes are not arguments. This step exposes the lines you've recorded but couldn't deploy in an essay.

Prompt 40: Explore What Happens If a Choice Differed

Copy this prompt into your AI tool:

For [authorial choice, e.g. Shakespeare's decision to have Macbeth, not Lady Macbeth, deliver the final soliloquy], walk through what would change if the choice were different. Use the change to test whether I really understand the original.

What this helps you practise: Deepening understanding by examining authorial choices.

How to use it well: Counterfactual thinking about authorial choice is the heart of AO2 (language and structure analysis). Always ask 'why this and not another way?'.

Prompt 41: Build Precise Critical Vocabulary

Copy this prompt into your AI tool:

Generate the key critical terms for [text or genre, e.g. tragedy — peripeteia, anagnorisis, hamartia, catharsis, hubris], each with a precise definition and a one-sentence example from [text]. Then test me by giving definitions and asking for the term, and vice versa.

What this helps you practise: Building the precise critical vocabulary that distinguishes top-band essays.

How to use it well: Drilling vocabulary feels mechanical but pays back — precise terms compress your analysis and impress examiners.

Prompt 42: Explain a Pattern of Imagery

Copy this prompt into your AI tool:

Talk me through a recurring pattern of imagery in [text] — for example, light and dark in 'Macbeth', or the colour green in 'The Great the protagonist'. Explain the pattern's significance, then give me a blank version to annotate myself.

What this helps you practise: Building the pattern-recognition skill close analysis demands.

How to use it well: Patterns of imagery are AO2 (language and structure analysis) gold. Trace one across the whole text and you have a thread for any essay.

Prompt 43: Make a Reading into a Story

Copy this prompt into your AI tool:

Turn [a critical reading, e.g. a feminist reading of 'Macbeth'] into a short, vivid story with a clear sequence of textual moments, then quiz me on the order and the key textual evidence at each stage.

What this helps you practise: Using narrative structure to remember critical readings.

How to use it well: Critical readings are easier to recall when anchored to a sequence of textual moments. Build them as journeys through the text.



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 Literature examiner. Give me one extended essay question on [text] (typically 25–35 marks). After I answer, mark it against a realistic level-based mark scheme: focus on AO1 (informed personal response) argument, AO2 (language and structure analysis) analysis, AO3 (context) context, comparison across texts (where applicable) connections (where required), the way different readers might respond interpretations. Tell me the level, mark, and the single most valuable improvement.

What this helps you practise: Practising extended essays and learning how AO-marked answers 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 [text] 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 an Argument-Evidence-Analysis Paragraph

Copy this prompt into your AI tool:

Give me an essay question on [text] and ask me to write one paragraph using point, evidence (quotation), analysis, context, interpretation, and link to thesis. Mark me specifically on whether all five AOs appear and whether the paragraph serves the argument.

What this helps you practise: Building the integrated AO paragraph that GCSE English Literature requires.

How to use it well: Top-band paragraphs weave all five AOs together. A paragraph that just analyses or just contextualises scores below half marks.

Prompt 47: Find the Missing Quotation

Copy this prompt into your AI tool:

Write a model answer to an essay question on [text], then remove two of the mark-worthy quotations or analyses 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 in your own.

Prompt 48: Drill Quotation Accuracy

Copy this prompt into your AI tool:

Test me on the exact quotations I should know for [text]. Accept only verbatim reproductions — if I paraphrase, miss a word, or substitute, tell me exactly which word I changed.

What this helps you practise: Producing the verbatim accuracy AO1 (informed personal response) marks require.

How to use it well: Inexact quotations weaken essays. Drill until short, precise quotations come out perfectly under pressure.

Prompt 49: Mark a Close Analysis

Copy this prompt into your AI tool:

Give me an extract from [text] and ask me to do a short close analysis of its language, form and structure. Then critique my analysis as an examiner would — am I noticing the choices, or just summarising what happens?

What this helps you practise: Producing close analysis that earns AO2 (language and structure analysis) marks.

How to use it well: AO2 (language and structure analysis) marks reward identifying authorial choices and their effects. Never just describe what's in the extract — explain why it's been crafted that way.

Prompt 50: Apply a Critical Reading to a New Scene

Copy this prompt into your AI tool:

Give me a scene from [text] and a critical reading (e.g. Marxist, feminist, psychoanalytic). Ask me to apply the reading to the scene, noting what it illuminates and what it obscures. Mark me on the depth of application.

What this helps you practise: Practising the critical-reading application the way different readers might respond demands.

How to use it well: Top the way different readers might respond marks come from using a critical reading as a tool to open up a text, not as a label.

Prompt 51: Structure an Extended Essay

Copy this prompt into your AI tool:

Give me an extended essay question on [text]. Before marking content, assess the structure: a clear thesis in the introduction, paragraphs each anchored to the thesis, integrated AOs,

sustained engagement with critical interpretations, and a conclusion that returns to the question.

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 Comparative Essay

Copy this prompt into your AI tool:

Give me a comparative essay question on [text A and text B]. Mark me on whether my paragraphs made genuine comparative arguments (linking the two texts) rather than alternating between separate analyses.

What this helps you practise: Building the genuine-comparison skill comparison across texts (where applicable) requires.

How to use it well: A real comparison links the two texts in each paragraph. Two parallel analyses side by side rarely earn the connection marks.

Prompt 53: Interpret an Unseen Extract

Copy this prompt into your AI tool:

Give me an unseen extract in the genre of one of my set texts (paraphrase if you must, but flag it as illustrative). Ask me to write a short critical commentary on it. Then mark my analysis for AO1 (informed personal response) and AO2 (language and structure analysis).

What this helps you practise: Practising the unseen-analysis skill many boards examine.

How to use it well: Unseen analysis rewards rapid identification of voice, form and theme. Always begin with what kind of text it is.

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 aspects of [text] — for example, character, context and critical interpretation — to answer fully. Mark me on the breadth and the quality of the links I make.

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

How to use it well: Synoptic questions reward range. Practise reaching deliberately into context and criticism.

Prompt 55: Same Theme, Different Command Words

Copy this prompt into your AI tool:

Ask me three questions on [theme in text] using three different command words — for example 'to what extent', 'explore' and 'how far do you agree'. 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: Different commands want different argumentative shapes. Knowing the difference protects you from one-size-fits-all answers.

Prompt 56: Drill Integrated Context

Copy this prompt into your AI tool:

Give me an essay question on [text] and mark me specifically on whether my context was integrated with analysis (woven into the same sentence as a textual point) rather than dropped as a paragraph of historical background.

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

How to use it well: Context dropped as background scores AO1 (informed personal response)-only credit. Context woven into analysis scores AO3 (context) too.

Prompt 57: Spring the Common Error Trap

Copy this prompt into your AI tool:

Ask me questions on [text] designed around the errors GCSE English Literature students most commonly make (for example, treating characters as real people, plot-summarising in place of analysis, dropping critics without engaging with their argument). 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 Quotation Identification

Copy this prompt into your AI tool:

Fire 15 short quotations from [text] at me, one at a time, and ask me to identify the speaker, the context, and one analytical comment on the language. Then list the ones I got wrong or vague for me to drill again.

What this helps you practise: Making quotation identification fast and automatic.

How to use it well: Knowing quotations instantly frees thinking time for analysis. Drill until each can be placed and analysed in seconds.

Prompt 59: Predict the Mark Scheme

Copy this prompt into your AI tool:

Show me a past-paper-style question on [text]. Before answering, I'll predict where the AO marks fall and what the top level expects. 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 AO weighting, you can target your essay at the top level. This builds that examiner's instinct.

Prompt 60: Verify a Quotation from Memory

Copy this prompt into your AI tool:

Ask me to reproduce key short quotations from [text] from memory. Then critique my recall and tell me which I should drill more.

What this helps you practise: Building a small bank of accurate, memorisable quotations to deploy.

How to use it well: A few short, well-chosen quotations strengthen any essay. Memorise 15–20 per text — and never invent.

Prompt 61: Drill the Critical-Voice Acknowledgement

Copy this prompt into your AI tool:

Give me an essay question on [text] and mark me specifically on whether I acknowledged at least one alternative critical interpretation and engaged with it rather than dismissing it.

What this helps you practise: Practising the way different readers might respond moves that distinguishes top-band essays.

How to use it well: Engaging seriously with a critical voice you disagree with shows interpretive maturity. Always present the other reading fairly before responding.

Prompt 62: Practise a 'Compare' Question

Copy this prompt into your AI tool:

Give me a 'compare' question on [text A and text B]. Mark me on whether I made genuine comparative statements (linking the two) rather than describing each separately, which scores poorly.

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 a 'To What Extent' Question

Copy this prompt into your AI tool:

Give me a 'to what extent' question on [text]. Mark me on whether I presented evidence on both sides and reached a weighed conclusion, rather than just agreeing with the proposition.

What this helps you practise: Building the weighed judgement 'to what extent' requires.

How to use it well: 'To what extent' wants a calibrated answer ('largely', 'in part', 'rarely'), supported by evidence on both sides.

Prompt 64: Practise a Reading-Led Question

Copy this prompt into your AI tool:

Give me an essay question that frames [text] through a specific critical reading. Mark me on whether I sustained the reading throughout, used it as a tool to analyse the text, and acknowledged its limits.

What this helps you practise: Building the reading-led analytical skill modern GCSE essays demand.

How to use it well: Reading-led essays reward sustained application. Never abandon the reading mid-essay for a generic analysis.

Prompt 65: Climb the Argument-Evidence-Interpretation Ladder

Copy this prompt into your AI tool:

On [single textual moment], ask me first to advance an argument about it, then to support it with quotation, then to engage with a critical interpretation. Mark each rung separately so I can see where my answer stops being strong.

What this helps you practise: Seeing exactly where your essay 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 Essay

Copy this prompt into your AI tool:

Here is my essay on [question]: [paste]. Mark it strictly to grade 9 standard against a realistic mark scheme, tell me the exact level and mark, and rewrite one paragraph 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 paragraph 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 [text]: a set of prompts or blank cells covering the key quotations, contexts, critical interpretations, and analytical points, 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 Essay

Copy this prompt into your AI tool:

Give me a single GCSE English Literature essay question on [text] with realistic exam timing. I'll answer under that time pressure, then you mark it.

What this helps you practise: Practising essay-writing accurately at exam pace.

How to use it well: Essays unfinished score nothing for what wasn't written. 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 two exam-style essay questions covering different aspects of [text or component]. 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 text]. Include exactly one subtle but real factual or interpretive error — for example, a misattributed quotation, a wrong year for a context, or a misread of a critical position — 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 about a text.

How to use it well: AI is notorious for inventing quotations and misattributing critics. 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 my set texts: [list]. Mix close analysis, contextual, and critical-interpretation questions, and at the end tell me which texts and aspects 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 an Unseen Critical Voice

Copy this prompt into your AI tool:

Give me a short, unfamiliar critical extract on [text] (you may invent a plausible piece but mark it as illustrative). Ask me to engage with it — what's the claim, what's the evidence, how would I respond? Then tell me how well I handled the unfamiliarity.

What this helps you practise: Building the critical-engagement skill top-band essays show.

How to use it well: Always state what the critic claims, then how you respond. Critical engagement scores the way different readers might respond even if you ultimately disagree.

Prompt 73: Build a Synoptic Chain

Copy this prompt into your AI tool:

Challenge me to connect at least three different texts or aspects of my course into a single argument about [theme, e.g. the construction of the outsider]. Push me to make each link explicit and textually grounded.

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

How to use it well: Top candidates connect texts. Practise building chains: theme → text A evidence → text B evidence → critical reading → conclusion.

Prompt 74: Apply a Critical Reading to a New Text

Copy this prompt into your AI tool:

Take [critical reading, e.g. a feminist reading] and give me a text from my course where it hasn't been routinely applied. Ask me to apply it, noting what it illuminates and what it misses. Then judge whether I applied it correctly.

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

How to use it well: Real understanding is shown by transfer. If you can only apply a reading to its conventional text, you don't fully own it yet.

Prompt 75: Critique a Critical Reading

Copy this prompt into your AI tool:

Describe a famous critical reading of [text]. Ask me to identify its strengths, weaknesses, and the textual moments it ignores or distorts. Then evaluate my critique.

What this helps you practise: Building the critic-critique skill that the way different readers might respond expects at grade 9.

How to use it well: Top-band the way different readers might respond isn't 'a critic said X'. It's 'a critic said X, and the text both supports and complicates this because...'.

Prompt 76: Predict and Justify

Copy this prompt into your AI tool:

Set me a counterfactual about [text] — for example, what if Lady Macbeth were absent from Act 3? Ask me to predict what would happen, then justify my prediction with textual reasoning. Tell me whether my reasoning, not just my prediction, was sound.

What this helps you practise: Reasoning forward from textual evidence to plausible alternatives.

How to use it well: Counterfactual thinking sharpens your sense of which textual elements are doing the load-bearing work.

Prompt 77: Investigate an Open Question

Copy this prompt into your AI tool:

Pose me a genuinely open question about [text, e.g. 'is The Great the protagonist a critique of the American Dream or an exemplar of it?'] — 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. The ability to reason through uncertainty is what top-band essays show.

Prompt 78: Connect to a Wider Literary Debate

Copy this prompt into your AI tool:

Link [text] to a wider literary debate — for instance the question of who counts as a 'reliable narrator', the function of tragedy, or the canon-formation debate — and ask me application questions that use that context.

What this helps you practise: Seeing how textbook reading sits within wider scholarly debates.

How to use it well: Naming a wider debate and placing your text within it is a marker of an A* candidate.

Prompt 79: Compare Two Critics

Copy this prompt into your AI tool:

Pick two critics whose work touches [text] and ask me to compare their interpretations. Mark me on the depth of comparison, the use of textual evidence, and whether I reached a judgement on their relative persuasiveness.

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

How to use it well: Always link the comparison back to the text. Comparison without textual evidence is just summary.

Prompt 80: Interpret an Image or Adaptation

Copy this prompt into your AI tool:

Describe (in words) an unfamiliar adaptation, stage production, or illustration of [text]. Ask me to interpret it: what reading of the text does it advance, and how does the medium shape the interpretation? Then tell me what I read well.

What this helps you practise: Reading non-textual interpretations using underlying literary knowledge.

How to use it well: Adaptations are interpretations. Always ask what reading of the text the adaptation supports — and where it diverges.

Prompt 81: Reason Across the Period

Copy this prompt into your AI tool:

Ask me a question that requires me to reason about [text] in relation to the literary period or movement it belongs to. Judge whether I kept the chain of textual evidence and contextual knowledge intact.

What this helps you practise: Building the period-aware reasoning that cross-topic questions demand.

How to use it well: Texts belong to traditions. Place them — but never in a generic 'this is Romantic literature' way. Specifics matter.

Prompt 82: Design an Argument

Copy this prompt into your AI tool:

Ask me to construct an argument for [thesis, e.g. that Macbeth is a play about race, not jealousy]. Require me to state the textual evidence, the critical support, the strongest objection, and the response. Then critique my argument.

What this helps you practise: Building the argument-construction skill that lifts essays into the grade 9.

How to use it well: Designing arguments from scratch tests whether you understand how an essay is built. Practice this regularly.

Prompt 83: Challenge My Argument

Copy this prompt into your AI tool:

I'll advance an argument about [text]. Your job is to challenge it — find the missing evidence, the weak interpretation, 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 argument challenged is uncomfortable and valuable. A thesis that survives scrutiny is one you can defend in the exam.

Prompt 84: Choose the Right Critical Lens

Copy this prompt into your AI tool:

Give me an essay question on [text] and a set of possible critical lenses. Ask me which is most appropriate and to justify the choice, then tell me if I'm right and why.

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

How to use it well: The right lens earns the way different readers might respond marks. Always state why the lens fits — and acknowledge its limits.

Prompt 85: Debate an Interpretive Issue

Copy this prompt into your AI tool:

Set me an evaluative question on a contested interpretive issue in [text] — for example, whether Macbeth's tragedy is racial, jealous, or epistemological. Mark me on whether I presented multiple readings, supported each with textual evidence, and reached 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 multiple readings and a reasoned verdict. Avoid one-sided lists — weigh the readings and conclude.

Prompt 86: Solve a Novel Synoptic Problem

Copy this prompt into your AI tool:

Give me an essay question on [text] that I can only answer well by combining knowledge of two separate areas — for example, close textual analysis AND a contextual lens. Don't tell me which areas — let me work it out, then review my approach.

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

How to use it well: The hardest essays hide which knowledge to combine. Practising 'which areas does this question call on?' is itself a skill.

Prompt 87: Apply Synoptic Thinking to a Single Scene

Copy this prompt into your AI tool:

Pick a single scene or passage from [text] and ask me to analyse it synoptically: language, form, structure, context, multiple critical readings. Mark how well I integrated the different AOs.

What this helps you practise: Integrating all AOs around a single textual moment.

How to use it well: Scenes are natural cross-topic hooks. Tracing all AOs through one passage rehearses exactly the linkage examiners reward.

Prompt 88: Re-Read a Famous Passage

Copy this prompt into your AI tool:

Pick a famous passage from [text]. Ask me to re-read it deliberately against the grain of standard interpretations — what does it say if I read it differently? Then evaluate my re-reading.

What this helps you practise: Building the re-reading skill that lifts essays beyond received wisdom.

How to use it well: Top-band essays show independent reading. A defensible new angle on a famous passage is more impressive than a polished standard one.

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 [text]. 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 [text or set] running up to my exam on [date]. Space the reviews so I revisit each text at widening intervals, and tell me what to do on each review day (quotations Monday, context Tuesday, criticism 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 Literature. Give me a simple structure to record each mistake (question, my answer, the correct argument, the cause: misquotation, weak AO2 (language and structure analysis), missing context, no critical interpretation). 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 [text]: did I write timed essays, did I memorise quotations, did I engage with critics, 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 Literature: a list of all my set texts with a confidence rating for each across the AOs, 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 texts 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 (plot summary, weak AO2 (language and structure analysis), dropped critic, missing context) — 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 essays.

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 Literature revision timetable across all my set texts: [list]. Build in review days, weak-text time, critic consolidation, and full timed 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 — don't let content crowd them out.

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 quotations, analysis, context, comparison or criticism.

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 10 quotations for Macbeth and use them in three timed essays').

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

How to use it well: 'Revise Macbeth' is vague; 'write three timed Macbeth essays and log AO2 (language and structure analysis) faults' is an action.

Prompt 99: Build a Critic Bank

Copy this prompt into your AI tool:

Help me build and maintain a critic bank for GCSE English Literature: for each text, three or four named critics with one-line positions and a short quotation each, plus the textual moment each illuminates. Test me on retrieving them under exam-style prompts.

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

How to use it well: Three or four well-chosen critics per text, used confidently and accurately, distinguish a top-band essay.

Prompt 100: Consolidate the Week

Copy this prompt into your AI tool:

It's the end of my study week. I covered [list texts]. 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 Literature 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
- History
- English A: Literature
- English A: Language & Literature

- Psychology
- Business Management
- Computer Science

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