# ChatGPT Prompts for Students

50 practical prompts to help you plan essays, research, revise, organise study time and prepare for exams.
Replace the words in square brackets with your own details. Treat ChatGPT as a study partner: check facts against reliable sources, follow your school or university rules, and make the final work your own.
For useful answers, include your subject, level, task and any limits that matter. Ask follow-up questions when an answer is too broad. Never treat generated references or quotations as verified until you check them.

## 01 Essay planning

Turn an assignment into a focused question, a defensible argument and a workable structure.

| NO. | READY-TO-USE PROMPT |
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| 01 | I am writing an essay for [subject and level] in response to this question: [paste question]. Explain what the question is asking, identify its key terms and list the decisions I need to make before I start writing. Do not write the essay for me. |
| 02 | Help me unpack this essay question: [paste question]. Separate the topic, instruction words and limits in the wording. Explain in plain English what a strong answer must do, then ask me three questions to check my understanding. |
| 03 | My essay question is [question] and my tentative answer is [your rough view]. Challenge this view fairly, suggest two alternatives, and help me turn the strongest position into a precise, arguable thesis. Explain what evidence I would need to support it. |
| 04 | I need to plan a [word count]-word essay on [topic]. Suggest a balanced structure with an introduction, a logical sequence of main points and a conclusion. For each section, state its purpose and the kind of evidence or reasoning I should add. Keep the plan flexible so I can develop my own argument. |
| 05 | Here are my ideas and notes: [paste notes]. Group them into themes for an essay about [question]. Show which ideas support one another, which conflict and which need better evidence. Do not add facts that are not in my notes. |
| 06 | My thesis is [paste thesis] and my question is [question]. Check whether the thesis answers the question, makes a specific claim and can be supported in the space available. Point out vague wording, then offer three revision options with different emphases. |
| 07 | I am writing about [topic] for [subject and level]. Suggest focused sub-questions that will help me explore different sides of the issue. Group them by theme, flag any that are too broad and explain how each group could contribute to an overall argument. |
| 08 | My assignment asks me to [instruction word, such as compare or evaluate] [topic]. Explain what this instruction word expects, what a weak response might do and what a stronger response should include. Finish with a short checklist I can use while planning. |
| 09 | I need to write an introduction to answer [essay question]. Give me a step-by-step outline for setting context, narrowing to the issue and stating a clear thesis. Do not draft it for me. Ask what information you need before I write each part. |
| 10 | Help me plan a conclusion for my essay about [topic]. Show how to restate the argument freshly, bring together the main points and explain why the answer matters. Warn me against simply repeating the introduction or introducing unsupported evidence. |

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## 02 Research

Build a research plan and assess information critically. ChatGPT can suggest search directions, but cannot guarantee that a source or citation exists. Verify every source in the original publication or a trusted catalogue.

| NO. | READY-TO-USE PROMPT |
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| 11 | I am researching [topic] for a [assignment type] at [level]. Help me narrow this broad subject into three focused research questions. For each, explain what evidence I would need and suggest search terms for a library catalogue or academic database. Do not invent sources. |
| 12 | For a project on [topic], propose search terms, synonyms and related concepts for finding reliable material. Organise them into keyword combinations and show how I could adapt them if results are too broad or too narrow. Distinguish search guidance from confirmed findings. |
| 13 | I found this source: [paste title, author, publisher and link or excerpt]. Help me assess its credibility for a project on [topic]. Separate what can be judged from supplied details from what still needs checking, including author expertise, evidence, date, purpose and possible bias. |
| 14 | Here is an excerpt from a source about [topic]: [paste excerpt and source details]. Summarise the author's main claim, supporting reasons and evidence in separate points. Identify assumptions or limitations, and do not add information that is not in the excerpt. |
| 15 | Compare these two sources about [topic]: [source A details or excerpt] and [source B details or excerpt]. Make a comparison table of their claims, evidence, perspective and limits. Note where they agree or disagree, without assuming either source is automatically correct. |
| 16 | These are my notes from [number] sources: [paste notes with source labels]. Organise them into themes for a project on [question]. Keep each point linked to its source, flag conflicting evidence and list questions I should investigate before drawing a conclusion. |
| 17 | I need to learn about [topic] using reliable material. Explain the difference between primary, secondary and tertiary sources for this subject, with examples of the kind of source I might look for. Tell me which claims each source type can and cannot support. |
| 18 | I have this claim: [claim] and these source details: [paste details]. Identify what evidence would be needed to support or challenge it. Separate established information from interpretation, and give me a verification checklist rather than asserting unverified facts. |
| 19 | I need citations for an assignment on [topic] in [required referencing style]. Explain how to search for real sources and build a correct citation from details I provide. Do not invent authors, titles, dates, page numbers or links. List any missing citation details I still need to find. |
| 20 | I am preparing an annotated bibliography for [topic]. From sources I have actually read, [paste source details], help me organise an entry for each one. Include a neutral summary, relevance to my question and one limitation. Mark anything that cannot be established from the details supplied. |

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## 03 Revision

Ask for feedback that helps you make your own improvements. Share the assignment criteria where possible, and ask for explanations rather than accepting edits without understanding them.

| NO. | READY-TO-USE PROMPT |
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| 21 | Here is my essay draft and the assignment question: [paste both]. First assess whether the draft answers the question and has a clear line of reasoning. Give feedback on the three most important improvements, pointing to specific passages. Do not rewrite the essay. |
| 22 | My assignment criteria are [paste rubric] and my draft is [paste draft]. Compare the draft with each criterion. For every one, identify evidence from my draft, explain what is working and name one practical next step. Do not guess a grade or invent marking rules. |
| 23 | I need to check whether my argument stays consistent: [paste thesis and relevant paragraphs]. Trace the reasoning from each paragraph back to the thesis. Flag leaps, contradictions or claims that need support, then ask questions that help me decide how to fix them. |
| 24 | Here is one paragraph from my work: [paste paragraph]. Identify its main point, evidence and how clearly the explanation connects them. Tell me where the logic is unclear and suggest questions I can answer to strengthen it without writing it for me. |
| 25 | My draft needs stronger evidence. Review these claims and source notes: [paste claims and notes]. Match evidence to each claim, identify unsupported statements and suggest what kind of additional source I should find. Do not create quotations or citations. |
| 26 | I am not sure whether my paragraphs are in the best order: [paste outline or summaries]. Recommend a sequence that helps a reader follow the argument. Explain the purpose of each move and flag any repeated point or transition that needs work. |
| 27 | Check this draft for unclear sentences, repetition and unnecessary jargon: [paste text]. List each issue with a short quotation and explain why it may confuse a reader. Then give me a revision checklist, leaving my original wording unchanged. |
| 28 | Check this passage for grammar, punctuation and spelling in British English: [paste passage]. List suggested corrections and explain the reason for each. Preserve my meaning and voice, and flag anything that depends on a style guide rather than a fixed rule. |
| 29 | I have received these comments on my work: [paste feedback]. Sort them into urgent improvements, useful refinements and points I should ask my teacher about. Explain what each comment may mean, then help me choose a manageable order for responding. |
| 30 | I have revised my assignment. Create a final review checklist based on this task: [paste question and criteria]. Cover argument, evidence, organisation, clarity, citations and presentation. Make each check specific enough that I can apply it to my own draft before submitting. |

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## 04 Study schedules

Give ChatGPT your real deadlines, available time and commitments. A useful plan includes breaks, review and room for change, not just a packed timetable.

| NO. | READY-TO-USE PROMPT |
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| 31 | My deadlines are [list dates and tasks]. I can study [days and time windows] and need to allow for [work, caring, travel or other commitments]. Make a realistic plan for [time period], with focused sessions, breaks and review time. Ask me about missing details before suggesting a timetable. |
| 32 | I have [number] subjects, [number] hours per week and these upcoming deadlines: [list]. Help me rank my tasks by urgency and importance. Explain the trade-offs, identify what can be broken into smaller steps and help me choose a sensible first task. |
| 33 | I want a weekly study timetable. My fixed commitments are [list], preferred study times are [times], and my goals are [list]. Suggest a balanced schedule with a realistic number of sessions, regular breaks and at least one protected period for rest. Show it day by day. |
| 34 | I am behind on [subject or task] and have [available time] before [deadline]. Make a catch-up plan that focuses on essential learning first. Break work into manageable sessions, include time to check what I understand and leave space for unexpected delays. |
| 35 | I need to learn [topic or skill] by [date]. Divide it into short learning steps, from foundations to harder practice. Estimate what I should accomplish in each session, suggest a way to check progress and include review sessions so I revisit earlier material. |
| 36 | I have these topics to revise: [list topics]. Create a spaced-repetition plan over [number] weeks, revisiting each topic more than once. Keep sessions short, mix in retrieval practice and explain how I can adjust the plan if a topic remains difficult. |
| 37 | My project has these stages and deadlines: [list stages and dates]. Build a backwards plan from the final deadline, including research, drafting, feedback and final checks. Estimate the order rather than assuming every stage takes the same time, and highlight any deadline that looks tight. |
| 38 | Here is my current study plan: [paste plan]. Check whether it fits the time I actually have, gives enough attention to difficult topics and includes review and breaks. Point out overloads or gaps, then suggest small adjustments rather than replacing the whole plan. |
| 39 | I find it hard to begin when a task feels large. This task is [describe task] and I have [time] available. Break it into a first action I can start in five minutes, then a short sequence of manageable next steps. Keep the plan supportive and specific, not judgemental. |
| 40 | I missed these planned sessions: [list sessions or tasks]. Help me reset without fitting everything into one day. Sort work by deadline and importance, identify what I can reschedule or discuss with my teacher, and suggest a realistic plan for the next [number] days. |

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## 05 Exam preparation

Use these prompts for active recall, targeted practice and calm preparation. Add your course level and topics, and compare practice advice with your exam board's specification and teacher's guidance.

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|---|---|
| 41 | My exam is in [number] weeks. The syllabus topics are [list], and I feel most confident about [topics] and least confident about [topics]. Make a revision plan that prioritises weaker areas, revisits stronger ones and includes regular practice questions and rest. |
| 42 | Quiz me on [topic or syllabus area] at [course level]. Ask one question at a time and wait for my answer before giving feedback. Explain why my answer is right or incomplete, then ask a follow-up question that checks deeper understanding. Do not reveal answers in advance. |
| 43 | Create [number] exam-style questions on [topic] for [qualification or course level]. Vary the difficulty and question type, and do not include answers yet. After I respond, assess my reasoning against these criteria: [paste criteria or mark scheme], and explain how I could improve. |
| 44 | Explain [difficult concept] to me at [level] using plain English. Start with the core idea, build the explanation in small steps and include one example. Check my understanding with two questions before introducing more detail. |
| 45 | Here is my revision list for [subject]: [paste list]. Ask me to recall key ideas without looking at my notes. Give one cue at a time, wait for my answer and point out gaps. Finish by listing topics I should practise again, based only on this session. |
| 46 | I keep confusing [concept A] and [concept B]. Compare them in a table showing definitions, similarities, differences and an example of each. Then quiz me with examples where I must decide which concept applies and explain my reasoning. |
| 47 | Help me practise [exam skill, such as analysing a source or solving equations] for [subject and level]. Set a short timed task, wait for my attempt and review my method step by step. Identify one strength and one next improvement using the criteria I provide: [criteria]. |
| 48 | Make a practice paper on [topics] for [course level], using the question types and time limit I provide: [exam details]. Do not use questions from a real confidential paper. Give me questions first, then wait for my answers before sharing a review checklist or feedback. |
| 49 | I feel nervous about my upcoming [subject] exam. Help me make a practical preparation checklist for the day before and the morning of the exam. Include sensible general preparation habits, and remind me to follow the exam centre's instructions and ask a trusted person or teacher for support if needed. |
| 50 | After I complete a practice exam, help me reflect on it. My answers or notes are [paste answers or reflection]. Sort errors into knowledge gaps, misunderstandings, timing issues and avoidable mistakes. Suggest a short next-step practice plan based on the patterns you find. |

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