

A-LEVEL RELIGIOUS STUDIES

100 AI PROMPTS

for Smarter Revision *and* Exam Prep

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



by James R. Martin

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This book is intended to support revision and exam preparation. It 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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How to Use This Book

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

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

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

Note on Exam Boards and Syllabi

This collection of 100 AI prompts has been designed to support A-Level Religious Studies revision across all major UK exam boards, including AQA, Edexcel (Pearson), OCR, and WJEC/Eduqas. The prompts cover the full range of philosophy of religion, ethics, and religious thought that you will encounter at AS and A2 level. Whether you are following the AQA A-Level Religious Studies specification, the Edexcel Religious Studies course, the OCR Religious Studies H573 syllabus, or the WJEC/Eduqas specification, these prompts will help you develop the analytical depth and critical evaluation that examiners expect.

Each prompt is written as an interactive conversation starter for use with an AI chatbot. Rather than giving you notes to read passively, the prompts ask the AI to quiz you, challenge your arguments, and test your ability to construct the kind of sustained, scholarly analysis that earns top marks. This active revision approach forces you to retrieve knowledge from memory, apply concepts to unfamiliar contexts, and practise the skills of philosophical and theological reasoning.

The prompts are organised into nine sections that reflect the core areas examined across all major A-Level specifications: Philosophy of Religion, Ethics, Religion and Science, Religious Language and Verification, Life After Death and the Soul, Applied Ethics, Developments in Religious Thought, Study of a World Religion, and Textual Analysis and Scholarly Debate. While the exact combination of modules varies between boards, the fundamental skills of argument construction, critical analysis, and engagement with scholarly views are universal.

You do not need to work through every prompt in order. If you are confident on ethics but weaker on

philosophy of religion, skip ahead to the philosophy section. If your mock exam revealed weaknesses in evaluating scholarly arguments or structuring discursive essays, focus on the prompts that develop those skills. The resource is designed to be flexible so you can direct your revision where it will have the greatest impact, regardless of your exam board.

A note on exam board differences: while the core philosophical, ethical, and theological concepts are broadly consistent, each board structures its assessment differently. AQA examines Philosophy, Ethics, and a Study of Religion across two papers with 25-mark essays. Edexcel covers Philosophy of Religion, Religion and Ethics, and New Testament Studies or another option. OCR examines Philosophy of Religion, Religion and Ethics, and Developments in Religious Thought. WJEC/Eduqas combines the study of a religion with philosophical and ethical themes. These prompts develop the transferable skills that all boards reward, but always check your specific specification to confirm which topics, scholars, and texts you need to revise.

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Section 1

Philosophy of Religion

Philosophy of religion is one of the most heavily examined areas at A-Level. You need to understand the classical arguments for the existence of God (ontological, cosmological, teleological, and moral), their modern reformulations, and the major philosophical objections they have generated. Equally important is the problem of evil, which is widely regarded as the strongest challenge to theistic belief. You must engage with both the logical and evidential forms of the problem, and with the classical and modern theodicies that attempt to resolve it.

At A-Level, you are expected not just to describe these arguments but to analyse their logical structure, identify their strengths and weaknesses, and engage critically with the philosophical responses they have generated. Key thinkers include Anselm, Aquinas, Paley, Hume, Kant, Swinburne, Plantinga, Augustine, Irenaeus, and John Hick. Examiners reward answers that engage with the dialectic between arguments and counter-arguments rather than simply listing points.

The prompts in this section will test your ability to explain, analyse, and evaluate the major arguments and counter-arguments in the philosophy of religion. You will be asked to reconstruct arguments from memory, identify logical flaws, engage with specific scholars, and reach supported conclusions. Strong A-Level answers demonstrate genuine philosophical engagement rather than rote recitation of textbook material.

Prompt 1: Anselm's Ontological Argument

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on Anselm's ontological argument one question at a time. Test whether I can state the argument precisely, explain the key premises (God as 'that than which nothing greater can be conceived' and the claim that existence in reality is greater than existence in the mind alone), and evaluate Gaunilo's island objection and Kant's criticism that existence is not a predicate. Wait for my answer before giving feedback.

What this helps you practise:

Reconstructing Anselm's ontological argument and evaluating the classical objections from Gaunilo and Kant.

How to use it well:

Focus on the logical structure of the argument, not just a vague summary. Be precise about what each premise claims and why the objections target specific steps.

Prompt 2: Aquinas' Cosmological Argument

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on Aquinas' cosmological argument one question at a time. Focus on the first three of the Five Ways: the argument from motion, the argument from efficient causation, and the argument from contingency and necessity. Test whether I can reconstruct each argument, explain the role of the impossibility of infinite regress, and evaluate Hume's and Russell's objections. Wait for my answer before proceeding.

What this helps you practise:

Reconstructing Aquinas' cosmological arguments and critically evaluating objections from Hume and Russell.

How to use it well:

Pay close attention to the difference between the three Ways. Examiners can tell when students are vaguely summarising all three as the same argument.

Prompt 3: The Kalam Cosmological Argument
Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on the Kalam cosmological argument one question at a time. Test whether I can state the argument (everything that begins to exist has a cause; the universe began to exist; therefore the universe has a cause), explain how it differs from Aquinas' version, and evaluate the scientific and philosophical support and objections. Wait for my answer before moving on.

What this helps you practise:

Explaining the Kalam cosmological argument and evaluating whether it successfully demonstrates the existence of a personal creator.

How to use it well:

Consider whether the Kalam argument proves the existence of God specifically or merely a first cause. This distinction is important for evaluation.

Prompt 4: Paley's Teleological Argument and Hume's Objections

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on Paley's teleological argument and Hume's objections one question at a time. Test whether I can explain the watchmaker analogy, the argument from design qua purpose and design qua regularity, and evaluate Hume's major objections (the weak analogy, the Epicurean hypothesis, the problem of

evil as counter-evidence to a benevolent designer).

Wait for my answer before giving feedback.

What this helps you practise:

Explaining Paley's design argument and evaluating Hume's systematic critique of the teleological approach.

How to use it well:

Be specific about which of Hume's objections you are using and explain why it weakens the argument.

Avoid vague references to 'Hume disagreed'.

Prompt 5: The Fine-Tuning Argument and Modern Design

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the fine-tuning argument one question at a time. Test whether I can explain the anthropic principle, how Swinburne uses the fine-tuning of physical constants to argue for a designer, and evaluate the multiverse hypothesis as an alternative explanation. Also test whether I understand how the modern design argument differs from Paley's classical version. Wait for my answer before proceeding.

What this helps you practise:

Explaining the modern fine-tuning argument and evaluating whether it provides stronger evidence for design than Paley's original version.

How to use it well:

This is a modern version of the design argument. Make sure you can explain why some philosophers consider it stronger than Paley's analogy-based approach.

Prompt 6: The Moral Argument and Religious Experience

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach. Quiz me on the moral argument and the argument from religious experience one question at a time. Cover Kant's moral argument (the summum bonum), Newman's argument from conscience, William James' characteristics of mystical experience, and Swinburne's principles of credulity and testimony. Test whether I can evaluate whether either argument provides convincing evidence for God's existence. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the moral argument and the argument from religious experience, and evaluating whether they constitute evidence for theism.

How to use it well:

Consider whether these arguments work better as part of a cumulative case (Swinburne) than as standalone proofs.

Prompt 7: The Logical and Evidential Problems of Evil

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the problem of evil one question at a time.

Test whether I can state the inconsistent triad clearly, explain why the simultaneous existence of an omnipotent, omnibenevolent God and evil appears logically contradictory, distinguish between the logical problem (Mackie) and the evidential problem (Rowe), and evaluate whether Plantinga's free will defence resolves the logical problem. Wait for my answer before moving on.

What this helps you practise:

Stating the logical and evidential problems of evil precisely and evaluating whether the free will defence resolves the apparent contradiction.

How to use it well:

Make sure you can state the inconsistent triad as a formal logical problem and distinguish it from the evidential claim that the sheer amount of suffering makes God's existence improbable.

Prompt 8: The Augustinian Theodicy

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the Augustinian theodicy one question at a time. Test whether I can explain Augustine's view that evil is a privation of good rather than a substance, the role of the Fall and original sin, and how this theodicy places responsibility for evil on human free will rather than on God. Then ask me to evaluate the strengths and weaknesses, including scientific objections to the Fall and the logical challenge of evil arising from a perfect creation. Wait for my answer before proceeding.

What this helps you practise:

Explaining the Augustinian theodicy and evaluating its strengths and weaknesses, including objections from science and philosophy.

How to use it well:

Consider whether the concept of evil as privation is philosophically convincing. Can suffering really be described as merely the absence of good?

Prompt 9: The Irenaean Theodicy and Hick's Soul-Making

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on the Irenaean theodicy and John Hick's soul-making theodicy one question at a time. Test whether I can explain Irenaeus' distinction between the image and likeness of God, Hick's argument that suffering is necessary for moral and spiritual

growth, the concept of epistemic distance, and the eschatological justification. Evaluate whether the sheer scale of suffering (the Holocaust, childhood cancer) can be justified by the soul-making model.

Wait for my answer before giving feedback.

What this helps you practise:

Explaining the Irenaean soul-making theodicy and evaluating whether suffering is a necessary condition for moral growth.

How to use it well:

The strongest objections focus on disproportionate suffering. Can the suffering of innocent children genuinely contribute to soul-making?

Prompt 10: Process Theology and Anti-Theodicy

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on alternative responses to the problem of evil one question at a time. Cover process theology's claim that God is not omnipotent in the traditional sense (Whitehead, Griffin) and D.Z. Phillips' anti-theodicy position that theodicies are morally offensive because they attempt to justify suffering. Evaluate whether limiting God's power or rejecting theodicy altogether provides a more honest response to evil. Wait for my answer before moving on.

What this helps you practise:

Evaluating process theology and the anti-theodicy position as alternative responses to the problem of evil.

How to use it well:

These are sophisticated responses that go beyond the standard Augustinian and Irenaean approaches. Using them demonstrates wider reading and independent thinking.

Prompt 11: Challenges to the Concept of God

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on philosophical challenges to the concept of God one question at a time. Cover the paradox of omnipotence, the coherence of divine attributes (can God be simultaneously omnipotent, omniscient, and omnibenevolent?), and whether the concept of a necessary being is logically possible. Test whether I can evaluate whether these challenges are decisive against classical theism. Wait for my answer before proceeding.

What this helps you practise:

Analysing logical and philosophical challenges to the coherence of the classical theistic concept of God.

How to use it well:

These are conceptual challenges rather than evidence-based ones. Focus on the logical structure of each paradox and the theistic responses that have been offered.

Prompt 12: The Cumulative Case for Theism

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach. Quiz me on the cumulative case approach one question at a time. Test whether I can explain Swinburne's claim that although no single argument is conclusive, the combined weight of the cosmological, teleological, moral, and experiential evidence makes God's existence more probable than not. Evaluate whether the cumulative approach overcomes the weaknesses of individual arguments or simply multiplies their flaws. Wait for my answer before giving feedback.

What this helps you practise:

Evaluating the cumulative case approach and whether combining individually inconclusive arguments produces a convincing case for theism.

How to use it well:

This prompt develops your ability to assess arguments holistically rather than in isolation, which is a skill examiners reward in longer essay answers.

Section 2

Ethics: Normative Ethical Theories

Normative ethics is a substantial component of every A-Level Religious Studies specification. You need to understand, apply, and critically evaluate the major ethical theories: natural law, situation ethics, utilitarianism, and Kantian ethics. At A-Level, this means going well beyond basic description to engage with the philosophical foundations, internal tensions, and scholarly critiques of each theory.

For each theory, you should be able to explain its core principles, apply it to ethical dilemmas (both classic thought experiments and contemporary issues), identify its strengths and weaknesses, and compare it to alternative approaches. You also need to engage with specific scholars: Aquinas and Finnis for natural law, Fletcher for situation ethics, Bentham and Mill for utilitarianism, and Kant's categorical imperative and its formulations.

The prompts in this section will push you to apply ethical theories to complex scenarios, evaluate them against each other, and reach supported judgements about their relative merits. Examiners want to see that you can use ethical theories as analytical tools, not just list their features. Strong answers apply the theory precisely, consider objections, and reach a justified evaluative conclusion.

Prompt 13: Aquinas' Natural Law Theory

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on Aquinas' natural law theory one question at a time. Test whether I can explain the four tiers of law (eternal, divine, natural, human), the primary precepts, the concept of the synderesis rule, the

distinction between real and apparent goods, and the doctrine of double effect. Then present an ethical dilemma and ask me to apply natural law to resolve it. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the structure of Aquinas' natural law theory and applying it to ethical dilemmas using the primary precepts and double effect.

How to use it well:

Natural law questions often require you to apply the theory to a specific scenario. Practise working through the steps: identify the relevant precept, distinguish real from apparent goods, and consider whether double effect applies.

Prompt 14: Fletcher's Situation Ethics

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on Fletcher's situation ethics one question at a time. Test whether I can explain the four working principles (pragmatism, relativism, positivism, personalism), the six fundamental principles, the rejection of legalism and antinomianism in favour of situationism, and the claim that love (agape) is the only intrinsic good. Present an ethical scenario and ask me to apply situation ethics. Wait for my answer before moving on.

What this helps you practise:

Explaining Fletcher's situation ethics and applying agape love as the sole criterion for moral decision-making.

How to use it well:

When applying situation ethics, make sure you explain how agape love operates as a principle of action, not just an emotion. Fletcher's approach

requires pragmatic calculation of the most loving outcome.

Prompt 15: Bentham and Mill: Utilitarianism

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on utilitarianism one question at a time. Cover Bentham's principle of utility, the hedonic calculus, and act utilitarianism. Then test my knowledge of Mill's modifications: the distinction between higher and lower pleasures, the harm principle, and rule utilitarianism. Present an ethical dilemma and ask me to apply both versions, explaining where they might lead to different conclusions. Wait for my answer before proceeding.

What this helps you practise:

Comparing Bentham and Mill's versions of utilitarianism and applying both to ethical dilemmas.

How to use it well:

When applying the hedonic calculus, be specific about which criteria support which action. The distinction between higher and lower pleasures is a key evaluative point.

Prompt 16: Kant's Categorical Imperative

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on Kant's ethical theory one question at a time. Test whether I can explain the three formulations of the categorical imperative (universalisability, treating persons as ends, the kingdom of ends), the distinction between hypothetical and categorical imperatives, the concept of duty, and the role of good will. Present an ethical scenario and ask me to apply the categorical imperative. Wait for my answer before moving on.

What this helps you practise:

Explaining Kant's categorical imperative in its three formulations and applying Kantian ethics to ethical dilemmas.

How to use it well:

Practise applying each formulation separately to the same dilemma. This shows the examiner that you understand how the three formulations work together.

Prompt 17: Evaluating Natural Law

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the strengths and weaknesses of natural law one question at a time. Test whether I can evaluate its claim to universality, the assumption that nature has a rational purpose (telos), the challenge from evolution (the naturalistic fallacy and Hume's is-ought gap), and whether Finnis' revision of natural law overcomes the weaknesses of Aquinas' original formulation. Wait for my answer before proceeding.

What this helps you practise:

Critically evaluating natural law theory, including the naturalistic fallacy, the is-ought gap, and Finnis' modern revision.

How to use it well:

Make sure you can explain why Hume's is-ought gap is a problem for natural law rather than just stating that it is one. Examiners want to see that you understand the objection.

Prompt 18: Evaluating Situation Ethics

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on the strengths and weaknesses of situation ethics one question at a time. Test whether I can evaluate the flexibility and person-centredness of the

approach, the criticism that it is too subjective and provides no clear guidance, the challenge of predicting consequences, and whether it is genuinely compatible with Christianity. Wait for my answer before giving feedback.

What this helps you practise:

Critically evaluating situation ethics, including objections about subjectivity, unpredictability, and its relationship to Christian tradition.

How to use it well:

Consider whether situation ethics is really as flexible as Fletcher claims. Does the emphasis on love (agape) actually constrain decision-making more than it appears?

Prompt 19: Evaluating Utilitarianism

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach.

Quiz me on the strengths and weaknesses of utilitarianism one question at a time. Cover the tyranny of the majority objection, the difficulty of measuring happiness, the justice problem (can utilitarianism justify sacrificing one person for the many?), and whether preference utilitarianism (Singer) resolves these difficulties. Wait for my answer before giving feedback.

What this helps you practise:

Critically evaluating utilitarianism, including the justice objection, measurement problems, and whether preference utilitarianism is an improvement.

How to use it well:

Use specific thought experiments (such as the trolley problem or organ harvesting scenario) to test whether utilitarianism produces acceptable conclusions.

Prompt 20: Evaluating Kantian Ethics

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the strengths and weaknesses of Kantian ethics one question at a time. Test whether I can evaluate its emphasis on dignity and rational autonomy, the problem of conflicting duties, its rigidity in the face of extreme situations (Kant's infamous claim about lying to a murderer), and whether a purely rational approach to ethics ignores emotions and relationships. Wait for my answer before proceeding.

What this helps you practise:

Critically evaluating Kantian ethics, including its strengths (universality, respect for persons) and weaknesses (rigidity, neglect of consequences).

How to use it well:

The lying to the murderer example is a powerful critique. Make sure you can explain Kant's position and why many philosophers find it problematic.

Prompt 21: Comparing Ethical Theories

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Present me with an ethical dilemma and ask me to analyse it using two different ethical theories from natural law, situation ethics, utilitarianism, and Kantian ethics. After my analysis, quiz me on which theory produces the more convincing response and why. Test whether I can identify the key point of divergence between the theories. Wait for my answer before giving feedback.

What this helps you practise:

Comparing the application of different ethical theories to the same dilemma and evaluating which produces a more defensible conclusion.

How to use it well:

Focus on identifying the specific reason the theories give different answers rather than just noting that they disagree.

Prompt 22: Meta-Ethics: Moral Realism vs Anti-Realism

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on the meta-ethical debate between moral realism and anti-realism one question at a time. Cover naturalism, intuitionism (Moore), emotivism (Ayer), and prescriptivism (Hare). Test whether I can explain each position, identify key thinkers, and evaluate whether moral statements express objective truths or merely subjective attitudes. Wait for my answer before moving on.

What this helps you practise:

Explaining key meta-ethical positions and evaluating whether moral values are objective features of reality or human constructions.

How to use it well:

Meta-ethics underpins normative ethics. Understanding whether moral claims are objective or subjective affects how you evaluate every ethical theory.

Prompt 23: Conscience and Moral Decision-Making

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the role of conscience in moral decision-making one question at a time. Cover Aquinas' view of conscience as the application of moral knowledge (synderesis and conscientia), Butler's view of conscience as the supreme faculty, Freud's view of conscience as the superego, and the question of

whether conscience is God-given or socially constructed. Wait for my answer before proceeding.

What this helps you practise:

Comparing religious and secular accounts of conscience and evaluating its authority in moral decision-making.

How to use it well:

The question of whether conscience is a reliable moral guide depends on your view of its origin. A God-given conscience carries more authority than a socially conditioned one.

Section 3

Religion and Science

The relationship between religion and science is a key topic at A-Level, requiring you to engage with philosophical, theological, and scientific perspectives. You need to understand the different models of the relationship (conflict, independence, dialogue, and integration, as outlined by Ian Barbour), and to evaluate specific areas of debate such as creation and evolution, the Big Bang, and the implications of neuroscience for religious belief.

At this level, you are expected to go beyond the simplistic 'science vs religion' narrative. You should engage with the views of scholars who argue that religion and science address different questions (Stephen Jay Gould's NOMA), those who see a deep compatibility (John Polkinghorne, Alister McGrath), and those who argue for the superiority of scientific explanation (Richard Dawkins, Daniel Dennett). You must also consider whether religious texts should be read literally or metaphorically when they appear to conflict with scientific findings.

The prompts in this section will test your ability to analyse the relationship between religious and scientific claims with nuance and scholarly precision. You will be asked to evaluate whether specific scientific discoveries strengthen or weaken the case for theism, and to engage critically with the arguments of key thinkers on both sides of the debate.

Prompt 24: Creation and Evolution

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the relationship between creation beliefs and

evolutionary theory one question at a time. Test whether I can explain the challenge that Darwinian evolution poses to literal readings of Genesis, the difference between young-earth creationism, old-earth creationism, and theistic evolution, and how theologians such as Teilhard de Chardin and John Polkinghorne have attempted to integrate evolution with Christian theology. Wait for my answer before proceeding.

What this helps you practise:

Analysing how evolutionary theory challenges and interacts with religious accounts of creation, including theistic evolutionary responses.

How to use it well:

Avoid presenting the debate as simply creationism vs evolution. The most sophisticated answers recognise multiple religious positions on evolution.

Prompt 25: Neuroscience and the Mind-Body Problem

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach.

Quiz me on the implications of neuroscience for religious belief one question at a time. Test whether I can explain how neuroscience challenges the existence of the soul by locating consciousness in brain activity, how this connects to the mind-body problem, and whether religious claims about the soul, free will, and moral responsibility can survive a materialist account of the mind. Wait for my answer before giving feedback.

What this helps you practise:

Analysing how advances in neuroscience challenge traditional religious claims about the soul, free will, and consciousness.

How to use it well:

This topic connects to several other areas including

the soul, life after death, and religious experience. Make connections across topics to strengthen your answers.

Prompt 26: Barbour's Four Models

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on Ian Barbour's four models of the relationship between religion and science one question at a time: conflict, independence, dialogue, and integration.

Test whether I can explain each model, give examples of thinkers who represent each position, and evaluate which model best describes the actual relationship. Wait for my answer before giving feedback.

What this helps you practise:

Explaining Barbour's four models and evaluating which provides the most accurate account of the religion-science relationship.

How to use it well:

Most exam answers that score highly avoid the simplistic conflict model. Practise arguing for dialogue or integration while acknowledging the appeal of the conflict and independence models.

Prompt 27: The Big Bang and Creation Ex Nihilo

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on the relationship between the Big Bang theory and the doctrine of creation ex nihilo one question at a time. Test whether I can explain how some theists see the Big Bang as evidence for a creator, how others argue that the Big Bang does not require a theological explanation, and how the concept of a beginning to the universe relates to the

cosmological argument. Wait for my answer before moving on.

What this helps you practise:

Evaluating whether the Big Bang provides evidence for creation ex nihilo or whether it can be explained without reference to God.

How to use it well:

Consider whether the Big Bang theory actually supports theism or whether it is neutral. The scientific description of the universe's origin does not necessarily imply a creator.

Prompt 28: Dawkins and the New Atheism

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on Richard Dawkins' challenge to religion one question at a time. Test whether I can explain his argument that evolution removes the need for a designer, the 'God of the gaps' criticism, the ultimate Boeing 747 gambit, and his claim that religion is harmful. Also test whether I can evaluate the philosophical responses from thinkers such as Alister McGrath and Keith Ward. Wait for my answer before giving feedback.

What this helps you practise:

Explaining Dawkins' key arguments against religion and evaluating the philosophical and theological responses to the New Atheism.

How to use it well:

Dawkins is a scientist, not a philosopher. Consider whether his arguments engage adequately with the philosophical tradition or whether they miss the target.

Prompt 29: Miracles and Science

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the philosophical debate about miracles one question at a time. Cover Hume's argument against miracles (testimony is never sufficient to establish a miracle), Swinburne's defence (God has good reasons to intervene), and the question of whether miracles violate natural laws or represent a deeper understanding of reality. Wait for my answer before proceeding.

What this helps you practise:

Evaluating the philosophical arguments for and against the possibility and evidential value of miracles.

How to use it well:

Focus on the logical structure of Hume's argument and Swinburne's response. Avoid simply saying 'miracles cannot be proven'; instead, engage with the specific reasons for this claim.

Prompt 30: Intelligent Design and Its Critics

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the intelligent design movement one question at a time. Test whether I can explain the claims of irreducible complexity (Behe) and specified complexity (Dembski), why the scientific community largely rejects intelligent design, and how intelligent design differs from the classical design argument. Evaluate whether intelligent design represents a legitimate challenge to evolution. Wait for my answer before moving on.

What this helps you practise:

Explaining intelligent design theory and evaluating whether it constitutes a legitimate scientific or philosophical challenge to evolution.

How to use it well:

Distinguish carefully between intelligent design and

the classical design argument. They share some features but are philosophically distinct.

Prompt 31: Gould's NOMA and the Independence Model

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on Stephen Jay Gould's Non-Overlapping Magisteria (NOMA) one question at a time. Test whether I can explain his claim that science and religion occupy separate domains, evaluate whether this distinction is sustainable, and consider whether Dawkins' and Polkinghorne's critiques of NOMA are convincing.

Wait for my answer before proceeding.

What this helps you practise:

Evaluating Gould's NOMA thesis and whether science and religion genuinely address non-overlapping questions.

How to use it well:

Consider whether there really are no areas of overlap. Claims about God's existence, the origin of the universe, and the nature of consciousness seem to straddle both magisteria.

Prompt 32: Quantum Mechanics and Divine Action

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor.

Quiz me on the philosophical implications of quantum mechanics for religious thought one question at a time. Test whether I can explain how quantum indeterminacy challenges classical determinism, how some theologians have seen an opening for divine action in quantum uncertainty, and whether this constitutes a 'God of the gaps' argument. Wait for my answer before giving feedback.

What this helps you practise:

Analysing the philosophical and theological implications of quantum mechanics and evaluating whether they create space for divine action.

How to use it well:

Focus on the philosophical implications rather than the physics itself. The key question is whether quantum indeterminacy creates genuine room for divine action.

Prompt 33: Science and the Limits of Knowledge

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on the limits of scientific knowledge one question at a time. Test whether I can explain the distinction between methodological naturalism and philosophical naturalism, whether science can answer questions about purpose and meaning, and evaluate the claim that science and religion provide complementary rather than competing accounts of reality. Wait for my answer before moving on.

What this helps you practise:

Evaluating the scope and limits of scientific explanation and whether religion provides knowledge that science cannot access.

How to use it well:

Consider whether the success of science in explaining the physical world implies that all questions can eventually be answered scientifically, or whether there are irreducibly non-scientific questions.

Prompt 34: Religion, Science, and Environmental Ethics

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on how the religion-science dialogue informs environmental ethics one question at a time. Test whether I can explain the concept of stewardship versus dominion, how scientific understanding of ecology and climate change has influenced religious responses, and whether religious ethics provides a stronger basis for environmental action than secular scientific ethics. Wait for my answer before proceeding.

What this helps you practise:

Evaluating how the interaction between religion and science shapes contemporary environmental ethics and responsibility.

How to use it well:

Environmental ethics is an applied topic that draws on both science and religion. Use it to demonstrate how the two domains interact in practice.

Section 4

Religious Language and Verification

Religious language is a central topic in A-Level philosophy of religion. The core question is whether religious statements such as 'God exists' or 'God is loving' are meaningful, and if so, what kind of meaning they possess. You need to understand the challenge posed by logical positivism and the verification principle, Ayer's development of this challenge, and the falsification principle as articulated by Flew's parable of the gardener.

You also need to engage with the responses to these challenges, including the *via negativa* (apophatic theology), analogy (Aquinas' analogical predication), symbol and myth (Tillich), Wittgenstein's language games, and Ian Ramsey's models and qualifiers. Each response offers a different account of how religious language functions and whether it can be considered meaningful even if it does not meet the criteria of empirical verification or falsification.

The prompts in this section will test your ability to explain and evaluate these positions with precision. You will be asked to reconstruct the verification and falsification challenges, apply them to specific religious claims, and assess whether the various responses successfully defend the meaningfulness of religious language. This topic rewards careful philosophical analysis and clear, structured argument.

Prompt 35: The Verification Principle

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the verification principle one question at a time. Test whether I can explain the strong and

weak forms of the principle, how A.J. Ayer applied it to religious language, why religious statements fail the verification test according to logical positivists, and whether the verification principle itself passes its own test. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the verification principle and evaluating its challenge to the meaningfulness of religious language.

How to use it well:

The self-refutation objection (the verification principle cannot itself be verified) is a key evaluative point. Make sure you can explain it clearly.

Prompt 36: Flew's Falsification Challenge

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on Antony Flew's falsification principle and the parable of the gardener one question at a time. Test whether I can explain the challenge, the parable of the invisible gardener, and the responses from R.M. Hare (bliks) and Basil Mitchell (the partisan and the stranger). Evaluate whether the falsification challenge is more damaging than the verification challenge. Wait for my answer before proceeding.

What this helps you practise:

Explaining Flew's falsification challenge and evaluating whether the responses from Hare and Mitchell are successful.

How to use it well:

Be precise about Flew's claim: he does not say religious statements are false, but that they 'die the death of a thousand qualifications' because believers refuse to specify what would count against them.

Prompt 37: The Via Negativa and Analogical Language

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on two approaches to religious language one question at a time. First, test the via negativa: describing God by saying what God is not (Pseudo-Dionysius, Maimonides). Then test Aquinas' theory of analogical language: the distinction between univocal, equivocal, and analogical language, and the difference between analogy of attribution and analogy of proportionality. Evaluate whether either approach allows us to make meaningful claims about God. Wait for my answer before moving on.

What this helps you practise:

Explaining the via negativa and analogical predication and evaluating whether they provide meaningful ways to speak about God.

How to use it well:

Consider whether the via negativa is genuinely informative and whether analogy bridges the gap between human and divine understanding.

Prompt 38: Tillich and Religious Symbolism

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on Paul Tillich's understanding of religious symbols one question at a time. Test whether I can explain how Tillich distinguishes symbols from signs, why he argues that religious language is necessarily symbolic because God is 'Being-Itself', and evaluate whether symbolic language communicates genuine truths about God or merely expresses human feelings. Wait for my answer before giving feedback.

What this helps you practise:

Explaining Tillich's theory of religious symbolism

and evaluating whether symbolic language can communicate genuine religious truths.

How to use it well:

Consider Tillich's claim that symbols 'participate in the reality to which they point'. What does this mean, and is it convincing?

Prompt 39: Wittgenstein's Language Games

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on Wittgenstein's concept of language games and its application to religious language one question at a time. Test whether I can explain the concept, the idea that meaning is determined by use within a form of life, and whether this approach protects religious language from external criticism or isolates it from rational scrutiny. Wait for my answer before proceeding.

What this helps you practise:

Applying Wittgenstein's language games to religious discourse and evaluating whether this framework successfully defends the meaningfulness of religious language.

How to use it well:

The key debate is whether language games protect religious language by giving it its own rules or whether they isolate it from meaningful conversation with other forms of discourse.

Prompt 40: Myth, Demythologisation, and Eschatological Verification

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach. Quiz me on myth and verification one question at a time. Cover Bultmann's programme of demythologisation (reinterpreting mythological elements in existentialist terms) and John Hick's

eschatological verification (the parable of the Celestial City and the claim that religious claims are verifiable in principle after death). Evaluate whether either approach successfully defends the meaningfulness of religious language. Wait for my answer before giving feedback.

What this helps you practise:

Explaining demythologisation and eschatological verification and evaluating whether they successfully defend religious language against positivist challenges.

How to use it well:

Consider whether Hick's eschatological verification only works for claims about the afterlife and whether Bultmann's approach strips away too much of the religious content.

Prompt 41: Cognitive vs Non-Cognitive Approaches

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the distinction between cognitive and non-cognitive approaches to religious language one question at a time. Test whether I can explain the difference between realist claims that religious statements are factual assertions and non-realist claims that religious language expresses attitudes, commitments, or values. Evaluate whether a non-cognitive interpretation is compatible with genuine religious belief. Wait for my answer before moving on.

What this helps you practise:

Distinguishing between cognitive and non-cognitive approaches to religious language and evaluating their implications for religious belief.

How to use it well:

Consider whether a non-cognitive approach can

satisfy believers. If 'God exists' is merely an expression of a way of life rather than a factual claim, is it still meaningfully religious?

Prompt 42: Ian Ramsey's Models and Qualifiers

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on Ian Ramsey's models and qualifiers one question at a time. Test whether I can explain how Ramsey argues that religious language uses models drawn from everyday experience which are then qualified to point beyond ordinary meaning. Evaluate whether this approach provides a convincing account of how human language can refer to the divine. Wait for my answer before proceeding.

What this helps you practise:

Explaining Ramsey's account of religious language through models and qualifiers and evaluating its effectiveness.

How to use it well:

Consider whether qualifiers like 'infinitely' or 'perfectly' actually help us understand God better or whether they push the meaning beyond human comprehension.

Prompt 43: Religious Language and the Problem of Analogy

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the broader problem of using human language to describe a transcendent God one question at a time. Test whether I can explain why univocal language is considered inadequate for describing God, why equivocal language leaves us unable to say anything meaningful, and whether analogical language (Aquinas) or symbolic language (Tillich) provides the most promising middle path.

Evaluate whether any form of human language can genuinely refer to the divine. Wait for my answer before giving feedback.

What this helps you practise:

Evaluating the fundamental problem of using finite human language to describe an infinite, transcendent God.

How to use it well:

This question gets to the heart of the religious language debate. Use it to develop a comprehensive overview before writing evaluative essays.

Prompt 44: Ludwig Wittgenstein: Early and Later Philosophy

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the difference between the early and later Wittgenstein's views on religious language one question at a time. Test whether I can explain how the Tractatus position (that which we cannot speak about we must pass over in silence) differs from the later language games approach, and evaluate which version of Wittgenstein's philosophy is more sympathetic to the meaningfulness of religious language. Wait for my answer before proceeding.

What this helps you practise:

Comparing early and later Wittgenstein's approaches to language and evaluating their implications for religious discourse.

How to use it well:

Understanding the shift in Wittgenstein's thinking helps you appreciate the language games approach more deeply and use it more effectively in essays.

Prompt 45: Overall Assessment: Is Religious Language Meaningful?

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor.

Present me with a 25-mark essay question on whether religious language is meaningful and ask me to plan my answer. After I present my plan, quiz me on whether I have engaged with both the challenges and the defences, whether I have included specific scholars, and whether my conclusion is justified by the argument I have presented. Wait for my answer before giving feedback.

What this helps you practise:

Planning a comprehensive evaluative essay on the meaningfulness of religious language, engaging with multiple scholarly positions.

How to use it well:

Use this as timed essay planning practice. Aim to complete your plan within five minutes, ensuring you include specific scholars and a clear evaluative thread.

Section 5

Life After Death and the Soul

Questions about life after death and the nature of the soul lie at the intersection of philosophy, theology, and science. At A-Level, you need to engage with the philosophical arguments for and against the existence of the soul, the major theories of personal identity, and the different religious and secular perspectives on what happens at death. This includes Platonic dualism, Cartesian dualism, Aristotelianhylomorphism, materialist accounts of the person, and contemporary debates about consciousness and identity.

You should also understand the specific religious teachings about life after death, including resurrection (bodily and spiritual), reincarnation, rebirth, and the concept of heaven, hell, and purgatory. Critically, you need to evaluate the coherence of these beliefs: Can personal identity survive the death of the body? Is a resurrected body the same person as the one who died? Is the concept of disembodied existence coherent?

The prompts in this section will test your ability to engage with these questions philosophically rather than merely describing religious beliefs. You will be asked to evaluate the coherence of survival after death, analyse the strengths and weaknesses of dualism and materialism, and assess whether religious claims about the afterlife are philosophically defensible.

Prompt 46: Plato's Dualism and the Immortality of the Soul

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on Plato's dualism one question at a time. Test whether I can explain his distinction between the body and the soul, the argument from recollection, the argument from opposites, the argument from affinity, and the analogy of the charioteer. Evaluate whether Plato's arguments for the immortality of the soul are convincing. Wait for my answer before giving feedback.

What this helps you practise:

Explaining Plato's arguments for the immortality of the soul and evaluating their philosophical strength.

How to use it well:

Be specific about which argument you are discussing. Plato offers multiple arguments, and examiners want to see that you can distinguish between them.

Prompt 47: Descartes' Substance Dualism

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on Descartes' substance dualism one question at a time. Test whether I can explain the distinction between res cogitans and res extensa, the conceivability argument, and the problem of interaction. Evaluate whether Descartes successfully establishes that the mind and body are distinct substances. Wait for my answer before proceeding.

What this helps you practise:

Explaining Descartes' substance dualism and evaluating the interaction problem and other objections.

How to use it well:

The interaction problem is the classic objection to Cartesian dualism. Make sure you can explain why it is difficult for a non-physical mind to cause physical effects.

Prompt 48: Aristotle's Hylomorphism and Aquinas' Adaptation

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on Aristotle's hylomorphism one question at a time. Test whether I can explain his view that the soul is the form of the body rather than a separate substance, how this differs from Platonic dualism, and how Aquinas adapted Aristotle's view to argue for resurrection rather than natural immortality. Wait for my answer before moving on.

What this helps you practise:

Explaining Aristotle's hylomorphism and Aquinas' theological adaptation, and evaluating their implications for life after death.

How to use it well:

The connection between Aristotle and Aquinas is important. Aquinas' adaptation shows how philosophical concepts can be reinterpreted within a theological framework.

Prompt 49: Materialism and the Rejection of the Soul

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on materialist accounts of the person one question at a time. Cover identity theory, functionalism, and Ryle's critique of the ghost in the machine. Test whether I can explain why materialists reject the concept of an immaterial soul and evaluate whether materialism can account for consciousness, free will, and moral responsibility. Wait for my answer before giving feedback.

What this helps you practise:

Explaining materialist theories of mind and

evaluating whether they successfully account for consciousness without the concept of a soul.

How to use it well:

Consider whether materialism necessarily undermines religious belief or whether some forms of religious belief are compatible with a materialist view.

Prompt 50: Resurrection and Hick's Replica Theory

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the concept of resurrection and Hick's replica theory one question at a time. Test whether I can explain the difference between bodily and spiritual resurrection, Paul's account in 1 Corinthians 15, and Hick's thought experiment of the disappearing and reappearing person. Evaluate whether the replica is the same person or merely a copy, and whether the problem of multiple replicas undermines the theory.

Wait for my answer before proceeding.

What this helps you practise:

Explaining different concepts of resurrection and evaluating Hick's replica theory as a defence of the coherence of bodily resurrection.

How to use it well:

Consider the problem of multiple replicas. If God could create one replica, could God create two? And if so, which one is the real person?

Prompt 51: Reincarnation and Rebirth

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach. Quiz me on the concepts of reincarnation and rebirth one question at a time. Test whether I can explain the Hindu concept of reincarnation (samsara, karma, atman), the Buddhist concept of

rebirth (anatta, dependent origination), and the philosophical question of whether personal identity can be preserved through multiple lives without continuous memory. Wait for my answer before giving feedback.

What this helps you practise:

Comparing reincarnation and rebirth, and evaluating whether personal identity can survive across multiple lives.

How to use it well:

The key philosophical question is what makes a reincarnated person the same person as their previous life. Without memory continuity, what connects them?

Prompt 52: Near-Death Experiences as Evidence

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on near-death experiences as evidence for life after death one question at a time. Test whether I can explain the common features of NDEs, the argument that they provide evidence for survival of consciousness, and the neurological and psychological explanations (oxygen deprivation, endorphin release, cultural conditioning). Evaluate whether NDEs constitute genuine evidence for an afterlife. Wait for my answer before moving on.

What this helps you practise:

Evaluating whether near-death experiences provide reliable evidence for life after death or whether they have naturalistic explanations.

How to use it well:

Avoid dismissing NDEs outright or accepting them uncritically. A strong answer evaluates the evidence on both sides.

Prompt 53: Heaven, Hell, and the Problem of Eternal Punishment

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the concepts of heaven, hell, and purgatory one question at a time. Test whether I can explain how these concepts are understood within Christianity, the debate about whether hell involves eternal punishment or annihilation, and whether the existence of hell is compatible with belief in an omnibenevolent God. Evaluate whether universalism is a more coherent position. Wait for my answer before proceeding.

What this helps you practise:

Explaining Christian eschatological concepts and evaluating the philosophical coherence of eternal punishment alongside divine love.

How to use it well:

The coherence of hell connects to the problem of evil. Consider whether universal salvation (universalism) is a more coherent position.

Prompt 54: Personal Identity: Locke, Hume, and the Ship of Theseus

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on the philosophical problem of personal identity one question at a time. Cover Locke's memory criterion, the bundle theory (Hume), physical and psychological continuity, and the Ship of Theseus thought experiment. Test whether I can explain how these puzzles relate to the question of whether a person can survive death. Wait for my answer before giving feedback.

What this helps you practise:

Analysing philosophical theories of personal identity

and evaluating their implications for the coherence of survival after death.

How to use it well:

Connecting personal identity theory to life after death demonstrates philosophical sophistication. If we cannot agree on what makes a person the same person over time, what does survival after death mean?

Prompt 55: The Coherence of Disembodied Existence

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on whether disembodied existence is philosophically coherent one question at a time. Test whether I can explain the case for (Cartesian dualism, the conceivability of mind without body) and the case against (individuation without a body, dependence of mental life on brain function, Ryle's ghost in the machine). Wait for my answer before moving on.

What this helps you practise:

Evaluating the philosophical coherence of disembodied existence and its implications for belief in the soul's survival after death.

How to use it well:

Gilbert Ryle's critique is a powerful objection. Make sure you can explain his argument that the mind is not a separate thing but a way of describing behaviour.

Prompt 56: Suffering, Death, and the Meaning of Life

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the relationship between death and the meaning of life one question at a time. Test whether I can

explain how different religious and philosophical traditions interpret the purpose of suffering and death, including Christian redemptive suffering, Buddhist dukkha, and existentialist perspectives (Camus, Sartre). Evaluate whether life can have meaning without the prospect of an afterlife. Wait for my answer before proceeding.

What this helps you practise:

Comparing religious and secular interpretations of death and evaluating whether an afterlife is necessary for life to have meaning.

How to use it well:

Drawing on multiple traditions demonstrates breadth. Even if your specification focuses on one religion, showing awareness of alternative perspectives strengthens your evaluation.

Section 6

Applied Ethics

Applied ethics requires you to take the normative ethical theories you have studied and apply them to specific contemporary issues. At A-Level, this typically includes topics such as euthanasia, war, sexual ethics, business ethics, and environmental ethics. The key skill is applying theoretical frameworks consistently and evaluating which theory produces the most convincing practical guidance.

Examiners are looking for more than a list of 'what utilitarianism says about euthanasia' followed by 'what Kant says about euthanasia'. Strong answers integrate the theoretical analysis with genuine engagement with the ethical complexities of the issue. You should consider the practical implications of each position, engage with the specific arguments and counter-arguments that arise in each area, and reach a justified conclusion.

The prompts in this section will present you with specific ethical issues and ask you to apply and evaluate normative theories in context. You will be challenged to consider the strongest arguments on both sides, engage with relevant scholarly perspectives, and construct well-supported ethical arguments rather than simply reporting what different theories would say.

Prompt 57: Euthanasia: Ethical Perspectives

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the ethics of euthanasia one question at a time. Test whether I can distinguish between voluntary, involuntary, and non-voluntary

euthanasia, active and passive euthanasia, and apply natural law, situation ethics, utilitarianism, and Kantian ethics to the debate. Ask me to evaluate which theory provides the most convincing ethical guidance. Wait for my answer before giving feedback.

What this helps you practise:

Applying normative ethical theories to the euthanasia debate and evaluating which provides the most defensible practical guidance.

How to use it well:

Make sure you can explain the specific reasons each theory permits or prohibits euthanasia, not just the conclusion. The reasoning is where the marks are.

Prompt 58: Just War Theory and Pacifism

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the ethics of war one question at a time. Test whether I can explain Aquinas' just war criteria (jus ad bellum and jus in bello), the pacifist position (absolute and contingent pacifism), and how different ethical theories evaluate the morality of warfare. Present a specific conflict scenario and ask me to evaluate whether it meets the just war criteria. Wait for my answer before proceeding.

What this helps you practise:

Explaining just war theory and pacifism and applying these frameworks to evaluate the morality of specific conflicts.

How to use it well:

When evaluating a conflict, work through each just war criterion systematically rather than giving a general opinion.

Prompt 59: Business Ethics and Corporate Responsibility

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on business ethics one question at a time. Cover the ethical responsibilities of businesses to stakeholders, the debate between Friedman's shareholder theory and stakeholder theory, and how natural law, utilitarianism, and Kantian ethics evaluate issues such as exploitation, fair trade, and whistleblowing. Wait for my answer before moving on.

What this helps you practise:

Applying ethical theories to business ethics and evaluating the moral responsibilities of corporations.

How to use it well:

Use real examples of corporate ethical controversies to support your arguments. Abstract discussion is less convincing than analysis grounded in specific cases.

Prompt 60: Sexual Ethics

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on sexual ethics one question at a time. Cover traditional religious teachings on sexual morality, the natural law perspective on the purpose of sexuality, how situation ethics and utilitarianism approach sexual ethics differently, and the contemporary debates about consent, autonomy, and changing attitudes. Test whether I can evaluate whether traditional sexual ethics remain relevant. Wait for my answer before giving feedback.

What this helps you practise:

Analysing different ethical and religious approaches to sexual ethics and evaluating whether traditional teachings remain defensible.

How to use it well:

Be sensitive and balanced. Strong answers engage

respectfully with both traditional and progressive perspectives and explain the philosophical reasons behind each.

Prompt 61: Environmental Ethics

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on environmental ethics one question at a time.

Cover the distinction between anthropocentric, biocentric, and ecocentric approaches, the concept of stewardship in Christianity, Peter Singer's animal ethics, Arne Naess's deep ecology, and how utilitarian and deontological frameworks approach environmental responsibility. Wait for my answer before proceeding.

What this helps you practise:

Comparing different approaches to environmental ethics and evaluating whether religious or secular frameworks provide stronger motivation for environmental action.

How to use it well:

Consider whether an anthropocentric approach can ever adequately protect the environment or whether a more radical ecocentric ethic is needed.

Prompt 62: Abortion and the Sanctity of Life

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach. Quiz me on the ethics of abortion one question at a time. Test whether I can explain the doctrine of the sanctity of life, the concept of personhood and when life begins, and how natural law, situation ethics, utilitarianism, and Kantian ethics approach the issue. Ask me to evaluate whether the sanctity of life principle provides a convincing absolute prohibition on abortion. Wait for my answer before giving feedback.

What this helps you practise:

Applying ethical theories to the abortion debate and evaluating the coherence of the sanctity of life principle.

How to use it well:

The question of when personhood begins is central to the debate. Make sure you can explain why different answers to this question lead to different ethical conclusions.

Prompt 63: Capital Punishment

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the ethics of capital punishment one question at a time. Cover the arguments for (retribution, deterrence, protection of society) and against (sanctity of life, risk of executing the innocent, lack of deterrent effect), and apply ethical theories to evaluate whether the death penalty can ever be morally justified. Wait for my answer before moving on.

What this helps you practise:

Evaluating the ethical arguments for and against capital punishment using normative ethical theories.

How to use it well:

Consider how Kant's retributive approach and utilitarian deterrence arguments pull in different directions on this issue.

Prompt 64: Medical Ethics: Genetic Engineering

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the ethics of genetic engineering and cloning one question at a time. Cover therapeutic versus reproductive cloning, gene therapy, designer babies, and the ethical concerns about 'playing God'. Apply

natural law, utilitarian, and Kantian perspectives, and evaluate whether the potential benefits outweigh the ethical risks. Wait for my answer before proceeding.

What this helps you practise:

Applying ethical theories to genetic engineering and evaluating the moral boundaries of human enhancement technologies.

How to use it well:

Consider where the line should be drawn between therapy and enhancement. Different ethical theories draw this line differently.

Prompt 65: Animal Rights and Ethics

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on the ethics of animal rights one question at a time. Cover Peter Singer's argument from equal consideration of interests, Tom Regan's rights-based approach, the religious concept of stewardship, and the Kantian view that we have no direct duties to animals. Test whether I can evaluate whether animals have moral rights. Wait for my answer before giving feedback.

What this helps you practise:

Evaluating different philosophical and religious perspectives on animal rights and the moral status of non-human animals.

How to use it well:

Consider how the different approaches lead to very different practical conclusions about factory farming, animal experimentation, and vegetarianism.

Prompt 66: Technology Ethics: AI and Surveillance

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the ethics of artificial intelligence and surveillance one question at a time. Cover the ethical implications of AI decision-making (algorithmic bias, accountability), mass surveillance and privacy, and the use of autonomous weapons. Apply natural law, utilitarian, and Kantian perspectives to these issues and evaluate whether existing ethical theories can adequately address challenges posed by emerging technologies. Wait for my answer before giving feedback.

What this helps you practise:

Applying traditional ethical theories to contemporary technological challenges and evaluating their adequacy.

How to use it well:

This is an emerging area that examiners are increasingly interested in. Demonstrating awareness of contemporary ethical issues strengthens your answers.

Prompt 67: Applying Ethical Theories to a Novel Dilemma

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Present me with an ethical dilemma I have not encountered before and ask me to analyse it using at least two normative ethical theories. After my analysis, quiz me on whether I have applied the theories correctly, whether I have identified the key tension in the dilemma, and whether my conclusion is well supported. Wait for my answer before moving on.

What this helps you practise:

Applying ethical theories to unfamiliar dilemmas under pressure, demonstrating the ability to think independently with theoretical frameworks.

How to use it well:

This simulates the exam experience of encountering an unfamiliar scenario. The key is to apply the theory systematically rather than reaching for a gut reaction.

Section 7

Developments in Religious Thought

This section covers the major theological and philosophical developments that have shaped religious thought, particularly within the Christian tradition. You are expected to engage with the ideas of key thinkers and movements, understand how religious thought has responded to intellectual and social change, and evaluate the significance of these developments for contemporary belief and practice.

Key topics include the development of Christian moral principles, the relationship between religion and secularisation, feminist theology and its critique of patriarchal religion, liberation theology, pluralism and inclusivism, the challenge of postmodernism to religious truth claims, and the ongoing debate between conservative and progressive theological positions. Each of these areas requires you to demonstrate both knowledge of the relevant thinkers and the ability to evaluate their ideas critically.

The prompts in this section will test your ability to explain the central claims of each development, identify the key scholars involved, and evaluate whether these movements have strengthened or weakened religious thought. Strong answers engage with the internal logic of each position and consider the responses from both supporters and critics.

Prompt 68: Secularisation and the Decline of Religious Authority

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on secularisation one question at a time. Test whether I can explain the secularisation thesis (Weber, Berger), the evidence for and against the

decline of religious belief in the West, and whether secularisation is an inevitable consequence of modernity or a reversible trend. Evaluate whether religious authority has genuinely declined or merely changed form. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the secularisation thesis and evaluating whether modernity inevitably leads to the decline of religion.

How to use it well:

Consider the evidence from different countries. Secularisation may be a Western European phenomenon rather than a universal trend.

Prompt 69: Feminist Theology

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on feminist theology one question at a time. Test whether I can explain the critiques of patriarchal religion from thinkers such as Rosemary Radford Ruether, Elisabeth Schussler Fiorenza, Mary Daly, and Daphne Hampson. Cover the debate about whether religion can be reformed from within or whether patriarchy is so deeply embedded that rejection is the only option. Wait for my answer before proceeding.

What this helps you practise:

Explaining key feminist theological positions and evaluating whether traditional religion can be reformed to achieve gender equality.

How to use it well:

Distinguish between reformist feminists (who seek to reinterpret tradition) and post-Christian feminists (who argue that reform is impossible).

Prompt 70: Liberation Theology

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on liberation theology one question at a time. Test whether I can explain the central claims (the preferential option for the poor, praxis, the critique of structural sin), the contributions of Gustavo Gutierrez and Leonardo Boff, and the Vatican's response. Evaluate whether liberation theology represents a faithful application of the Gospel or a dangerous politicisation of religion. Wait for my answer before moving on.

What this helps you practise:

Explaining the central claims of liberation theology and evaluating its theological and political significance.

How to use it well:

Consider both the theological argument (Jesus sided with the poor) and the political critique (the Vatican saw liberation theology as Marxist).

Prompt 71: Religious Pluralism and Inclusivism

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on the theology of religions one question at a time. Cover exclusivism, inclusivism, and pluralism, including the contributions of Karl Rahner (anonymous Christianity), John Hick (the pluralist hypothesis), and Karl Barth (exclusivism). Test whether I can evaluate whether all religions are equally valid paths to the divine or whether truth claims are exclusive. Wait for my answer before giving feedback.

What this helps you practise:

Explaining exclusivist, inclusivist, and pluralist positions and evaluating whether religious truth claims can be reconciled.

How to use it well:

Consider the internal logic of each position. Pluralism sounds tolerant, but does it do justice to the specific truth claims that each religion makes?

Prompt 72: Postmodernism and Religion

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the challenge of postmodernism to religious thought one question at a time. Test whether I can explain the postmodernist rejection of grand narratives (Lyotard), deconstruction (Derrida), and the idea that religious truth claims are culturally constructed. Evaluate whether postmodernism undermines or liberates religious belief. Wait for my answer before proceeding.

What this helps you practise:

Analysing the postmodernist challenge to religious truth claims and evaluating whether it undermines or opens new possibilities for faith.

How to use it well:

Focus on the key claim that there are no universal truths and consider how this affects religious claims to possess absolute truth.

Prompt 73: Death of God Theology and Bonhoeffer

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach. Quiz me on the Death of God theology and Bonhoeffer's ethics one question at a time. Cover Nietzsche's declaration, Bonhoeffer's religionless Christianity, his distinction between cheap grace and costly grace, and the question of what happens to morality and meaning in a world without God. Evaluate whether these ideas strengthen or

undermine Christian faith. Wait for my answer before giving feedback.

What this helps you practise:

Explaining the Death of God movement and Bonhoeffer's ethical thought, and evaluating their implications for contemporary Christianity.

How to use it well:

Nietzsche's 'God is dead' is often misunderstood.

Make sure you can explain what he meant: the cultural death of belief in God as a foundation for values.

Prompt 74: Natural Theology vs Revealed Theology

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the debate between natural theology and revealed theology one question at a time. Test whether I can explain the natural theology tradition (Aquinas, Paley) that uses reason to know God, the revealed theology tradition (Barth, Calvin) that insists God can only be known through divine self-disclosure, and evaluate which approach provides a more secure foundation for religious belief. Wait for my answer before moving on.

What this helps you practise:

Comparing natural and revealed theology and evaluating which provides a more convincing basis for knowledge of God.

How to use it well:

This debate underpins much of the philosophy of religion. Understanding the difference between these approaches helps you evaluate arguments for God's existence more effectively.

Prompt 75: The Challenge of Atheism

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on the intellectual challenge of atheism one question at a time. Cover the philosophical arguments (problem of evil, Ockham's razor, the failure of theistic proofs) and the psychological and sociological critiques (Freud, Marx, Durkheim). Test whether I can evaluate whether atheism is a more rational position than theism. Wait for my answer before proceeding.

What this helps you practise:

Analysing the major intellectual challenges of atheism and evaluating whether they succeed in undermining the rationality of theistic belief.

How to use it well:

Avoid treating atheism as a single position. Different atheist thinkers have very different reasons for rejecting theism.

Prompt 76: Theology and Social Justice

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on the relationship between theology and social justice one question at a time. Test whether I can explain how religious traditions have both supported and challenged social injustice, the role of religion in civil rights movements (Martin Luther King Jr), and whether religious motivation for social justice is more effective than secular humanism. Wait for my answer before giving feedback.

What this helps you practise:

Evaluating the role of religious belief in motivating social justice and whether secular alternatives are equally effective.

How to use it well:

Use specific historical examples where religious belief motivated social change to support your evaluative arguments.

Prompt 77: Christian Moral Development

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on the development of Christian moral principles one question at a time. Cover the role of the Bible, the influence of Aquinas and natural law, the Reformation emphasis on scripture alone, and how Christian ethics has responded to contemporary challenges such as human rights, equality, and medical ethics. Wait for my answer before moving on.

What this helps you practise:

Tracing the development of Christian moral principles and evaluating how they have adapted to contemporary ethical challenges.

How to use it well:

Show how Christian ethics has evolved rather than treating it as a static system. The ability to trace historical development demonstrates depth of understanding.

Prompt 78: Religious Experience and Conversion

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the role of religious experience and conversion in the development of religious thought one question at a time. Cover the types of religious experience (mystical, numinous, conversion experiences), the psychological explanations from James and Freud, and the impact of charismatic and Pentecostal movements on contemporary religion. Evaluate whether religious experience is a credible basis for theological claims. Wait for my answer before giving feedback.

What this helps you practise:

Analysing the role of religious experience in shaping theological developments and evaluating its epistemic status.

How to use it well:

Religious experience connects to the philosophy of religion section. Making these cross-topic links demonstrates synoptic understanding.

Section 8

Study of a World Religion: Christianity

Most A-Level specifications require a detailed study of at least one world religion. Christianity is the most commonly examined across AQA, Edexcel, OCR, and WJEC/Eduqas, though specific areas of focus differ. This section covers core Christian beliefs, practices, and contemporary issues examined at A-Level, including the nature of God, Christology, atonement, the authority of scripture, and the relationship between Christianity and contemporary ethical and social issues.

At A-Level, you are expected to engage with Christian theology at a scholarly level. This means understanding internal debates within Christianity (such as the relationship between faith and reason, the nature of biblical authority, and the differences between Catholic, Protestant, and Orthodox thought), as well as the external challenges that Christianity faces from secularism, science, and pluralism.

The prompts in this section will test your knowledge of Christian beliefs and practices and your ability to evaluate them critically. You will be asked to explain theological concepts with precision, engage with scholarly perspectives, and assess the relevance and coherence of Christian teachings in the contemporary world.

Prompt 79: The Nature of God: Trinity

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the Christian doctrine of the Trinity one question at a time. Test whether I can explain the concept of one God in three persons (Father, Son,

Holy Spirit), the biblical and creedal basis for the doctrine, and the theological challenges it raises. Evaluate whether the Trinity is a coherent concept.

Wait for my answer before giving feedback.

What this helps you practise:

Explaining the doctrine of the Trinity and evaluating its philosophical coherence and theological significance.

How to use it well:

Be precise about Trinitarian terminology. Examiners reward accurate use of terms such as hypostasis, substance, and person in their theological senses.

Prompt 80: Christology: The Person and Work of Christ

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on Christology one question at a time. Test whether I can explain the doctrine of the Incarnation, the two natures of Christ (fully divine and fully human as defined at Chalcedon), and the significance of Christ's death and resurrection. Evaluate the challenges posed by historical criticism to traditional Christological claims. Wait for my answer before proceeding.

What this helps you practise:

Explaining key Christological doctrines and evaluating the challenges of maintaining that Jesus was both fully human and fully divine.

How to use it well:

Consider how the Chalcedonian definition attempts to hold together apparently contradictory claims.

Prompt 81: Atonement Theories

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Quiz me on theories of the atonement one question

at a time. Cover the ransom theory, the satisfaction theory (Anselm), penal substitution, the moral exemplar theory (Abelard), and Christus Victor. Test whether I can explain each theory, identify its scriptural basis, and evaluate which provides the most convincing account of salvation. Wait for my answer before moving on.

What this helps you practise:

Comparing theories of the atonement and evaluating which provides the most coherent theological account of salvation.

How to use it well:

Each theory emphasises a different aspect of Christ's work. Consider which best fits the scriptural evidence and which raises the most difficult questions.

Prompt 82: The Authority and Interpretation of Scripture

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on biblical authority and interpretation one question at a time. Cover verbal inspiration, plenary inspiration, and limited inspiration, the difference between literal and metaphorical interpretation, historical criticism, and the debate between fundamentalism and liberalism. Test whether I can evaluate whether the Bible is the Word of God or a human product. Wait for my answer before giving feedback.

What this helps you practise:

Explaining different approaches to biblical authority and interpretation and evaluating their theological implications.

How to use it well:

Understanding the spectrum of approaches to biblical authority is essential. A literalist and a

liberal will give very different answers on creation, miracles, and ethics.

Prompt 83: Christian Ethics: The Sermon on the Mount

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the ethical teaching of the Sermon on the Mount (Matthew 5-7) one question at a time. Test whether I can explain the Beatitudes, the antitheses, and the practical ethical instructions. Evaluate whether the Sermon on the Mount is meant as a practical ethical code or an unreachable ideal that reveals human dependence on grace. Wait for my answer before proceeding.

What this helps you practise:

Explaining the ethical content of the Sermon on the Mount and evaluating its practicability as a guide to moral life.

How to use it well:

Consider the different interpretations: is Jesus setting out rules to follow, describing the character of the Kingdom of God, or revealing the impossibility of human righteousness?

Prompt 84: Christianity and Suffering

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach. Quiz me on specifically Christian responses to suffering one question at a time. Cover the role of the Cross as a model of redemptive suffering, the idea that God suffers with humanity (passibilism vs impassibilism), and how Christian hope in resurrection and eschatological fulfilment addresses suffering. Evaluate whether these distinctively Christian responses are more convincing than

philosophical theodicies. Wait for my answer before giving feedback.

What this helps you practise:

Evaluating distinctively Christian theological responses to suffering and comparing them with philosophical theodicies.

How to use it well:

This connects the study of Christianity to philosophy of religion. Making these cross-topic links demonstrates synoptic thinking.

Prompt 85: Christianity, Science, and History

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Quiz me on the historical relationship between Christianity and science one question at a time. Cover the Galileo affair, the reception of Darwin, and the contemporary dialogue between science and theology. Test whether the conflict thesis is historically accurate or a modern myth. Wait for my answer before moving on.

What this helps you practise:

Evaluating the historical relationship between Christianity and science and whether the conflict thesis is accurate.

How to use it well:

Many historians now reject the simplistic conflict narrative. Be ready to explain why, citing examples of Christian thinkers who positively engaged with science.

Prompt 86: Christianity: Wealth, Poverty, and Social Teaching

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Quiz me on Christian teachings on wealth and poverty one question at a time. Cover Jesus' teaching on wealth,

the Parable of the Good Samaritan, Catholic Social Teaching, and the Protestant work ethic (Weber).

Evaluate whether Christianity demands the renunciation of wealth or merely its responsible use.

Wait for my answer before proceeding.

What this helps you practise:

Explaining Christian teachings on wealth and poverty and evaluating whether Christianity requires radical economic equality.

How to use it well:

Consider the tension between Jesus' radical demands and the practical reality of Christian life in a capitalist economy.

Prompt 87: Christianity and Gender

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor.

Quiz me on the debate about gender within Christianity one question at a time. Cover the biblical texts used to support complementarian and egalitarian positions, the ordination of women, and the contributions of feminist theologians such as Ruether and Hampson. Evaluate whether Christianity is inherently patriarchal or whether it contains the resources for gender equality. Wait for my answer before giving feedback.

What this helps you practise:

Analysing the debate about gender within Christianity and evaluating whether patriarchal structures are essential or contingent.

How to use it well:

Consider both the biblical passages that seem to restrict women's roles and those that point towards equality. A balanced answer engages with both sets of texts.

Prompt 88: Christianity and Other Religions

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Quiz me on Christian approaches to other religions one question at a time. Cover exclusivism, inclusivism (Rahner's anonymous Christians, Vatican II), and pluralism (Hick). Test whether I can explain the theological basis for each position and evaluate whether Christians can consistently affirm their faith while accepting the validity of other traditions. Wait for my answer before moving on.

What this helps you practise:

Explaining Christian theological positions on the status of other religions and evaluating their coherence and implications for interfaith relations.

How to use it well:

This connects directly to the theology of religions in the Developments section. Make cross-references to show breadth of understanding.

Prompt 89: The Sacraments and Their Theological Significance

Copy this prompt into your AI tool:

You are my A-Level Religious Studies examiner. Quiz me on the sacraments one question at a time. Test whether I can explain the theological significance of baptism and the Eucharist, the Catholic, Protestant, and Orthodox understandings of sacramental theology (transubstantiation, consubstantiation, memorial), and evaluate why disagreements about the sacraments have been a source of division within Christianity. Wait for my answer before giving feedback.

What this helps you practise:

Explaining different Christian understandings of the sacraments and evaluating why sacramental theology has been a source of denominational division.

How to use it well:

The Eucharistic debate illustrates how the same biblical text can generate fundamentally different theological interpretations. Use this to demonstrate understanding of hermeneutical disagreement.

Prompt 90: The Future of Christianity

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Quiz me on the future of Christianity one question at a time. Cover the decline of Christianity in Western Europe, its growth in the Global South, the challenges of secularisation and pluralism, and the emergence of new forms of Christian expression. Evaluate whether Christianity is declining or transforming. Wait for my answer before proceeding.

What this helps you practise:

Evaluating the contemporary state of Christianity globally and whether secularisation represents decline, transformation, or geographical shift.

How to use it well:

Avoid a Eurocentric perspective. Christianity is growing rapidly in Africa, Asia, and Latin America, which challenges the Western secularisation narrative.

Section 9

Textual Analysis and Scholarly Debate

A-Level Religious Studies demands sophisticated engagement with primary texts and scholarly debate. You need to be able to analyse philosophical arguments with precision, engage with the original reasoning of key thinkers, and participate in the academic debates that surround major topics. This section develops the skills of close reading, argument reconstruction, scholarly engagement, and critical evaluation that underpin the highest-grade responses.

Examiners at A-Level are looking for more than general knowledge. They want to see that you can identify the structure of an argument, explain why a particular premise is contested, and evaluate the significance of a specific scholarly contribution. You should be able to discuss the views of individual philosophers and theologians by name, explain their reasoning accurately, and assess whether their arguments succeed or fail.

The prompts in this section will push you to engage with arguments at the highest level. You will be asked to reconstruct arguments from memory, identify assumptions, respond to counter-arguments, and evaluate whether specific scholarly positions are defensible. This is the kind of deep engagement that distinguishes A and A* answers from lower-grade responses.

Prompt 91: Reconstructing Arguments from Memory

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Name a key philosophical or theological argument from the

specification and ask me to reconstruct it from memory in a clear, step-by-step format. After I present my reconstruction, quiz me on whether I have stated each premise accurately and whether I have missed any important qualifications. Wait for my answer before giving feedback.

What this helps you practise:

Reconstructing complex philosophical and theological arguments accurately and completely from memory.

How to use it well:

This is an essential exam skill. Practise reconstructing the major arguments without notes, then check against your textbook to identify gaps.

Prompt 92: Final Comprehensive Review

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Conduct a rapid-fire quiz covering one question from each major topic area: philosophy of religion, ethics, religion and science, religious language, life after death, applied ethics, developments in religious thought, and Christianity. Ask me each question one at a time, give brief feedback, and at the end tell me which areas I was strongest and weakest in. Wait for my answer to each before moving on.

What this helps you practise:

Rapid retrieval across the full breadth of the specification to identify strengths and weaknesses before the exam.

How to use it well:

Use this as a diagnostic tool in the final stage of revision. It will quickly reveal which topics need more attention.

Prompt 93: Handling Unfamiliar Questions

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies examiner. Present me with a question that approaches a familiar topic from an unfamiliar angle. Ask me to plan my answer and test whether I can adapt my knowledge to the specific question rather than writing a prepared essay. Wait for my answer before giving feedback on relevance and focus.

What this helps you practise:

Adapting knowledge to unfamiliar question framings and avoiding the trap of writing a pre-prepared answer.

How to use it well:

This is common at A-Level: students revise a topic but struggle when the question asks about it from an unexpected angle. Practise flexibility.

Prompt 94: Constructing a Dialectical Argument

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Present me with a controversial philosophical or theological claim and ask me to construct a dialectical argument: thesis, antithesis, and synthesis. Test whether I can present the strongest version of each side and offer a nuanced conclusion. Wait for my answer before proceeding.

What this helps you practise:

Constructing dialectical arguments that present the strongest version of opposing positions before reaching a nuanced synthesis.

How to use it well:

The thesis-antithesis-synthesis structure is an excellent framework for evaluative essays. It ensures you engage with both sides and reach a sophisticated conclusion.

Prompt 95: Identifying Assumptions in Arguments

Copy this prompt into your AI tool:

You are my A-Level Religious Studies tutor. Present me with a philosophical or theological argument and ask me to identify the hidden assumptions it relies on. After I identify the assumptions, quiz me on whether those assumptions are justified and whether the argument survives if they are questioned. Wait for my answer before proceeding.

What this helps you practise:

Identifying and evaluating the hidden assumptions that underpin philosophical and theological arguments.

How to use it well:

Identifying hidden assumptions is one of the most powerful evaluative skills. An argument may be logically valid but unsound if its assumptions are false.

Prompt 96: Engaging with Specific Scholars

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor. Name a scholar from the specification and ask me to explain their key contribution. After I explain, quiz me on whether I have accurately represented their position, whether I can identify how other scholars have responded, and whether their contribution remains influential today. Wait for my answer before moving on.

What this helps you practise:

Accurately representing the views of key scholars and evaluating their contribution to the relevant debate.

How to use it well:

Examiners reward precise, named scholarly

engagement. Avoid vague phrases like 'some scholars argue' and instead name specific thinkers.

Prompt 97: Evaluating Counter-Arguments

Copy this prompt into your AI tool:

You are an A-Level Religious Studies examiner. Present me with a philosophical claim and a counter-argument, and ask me to evaluate which is stronger.

Test whether I can explain the reasoning behind each position and reach a justified conclusion about which is more convincing. Wait for my answer before giving feedback.

What this helps you practise:

Weighing competing philosophical arguments against each other and reaching a justified evaluative conclusion.

How to use it well:

This directly mirrors what examiners want in evaluative essays. Practise taking a clear position while acknowledging the strength of the opposing argument.

Prompt 98: Writing Under Timed Conditions

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies tutor. Give me a 25-mark essay question and allow me five minutes to write a plan. After I present my plan, quiz me on whether it includes a clear thesis, developed arguments with named scholars, genuine evaluation, and a supported conclusion. Then ask me to write one full paragraph and give me feedback. Wait for my answer at each stage.

What this helps you practise:

Planning and writing evaluative essays under timed conditions with clear structure, scholarly engagement, and supported conclusions.

How to use it well:

Practise this regularly under timed conditions. The ability to plan quickly and write cohesively under pressure is one of the most important exam skills.

Prompt 99: Cross-Topic Connections

Copy this prompt into your AI tool:

You are my A-Level Religious Studies revision coach.

Name two topics from different sections of the specification and ask me to explain how they connect. For example, how does the problem of evil relate to religious language? Test whether I can identify substantive connections rather than superficial links. Wait for my answer before giving feedback.

What this helps you practise:

Identifying and articulating substantive connections between different areas of the specification to demonstrate synoptic understanding.

How to use it well:

Synoptic thinking is rewarded at the highest levels. When writing about one topic, consider whether insights from another area strengthen your argument.

Prompt 100: Developing Your Own Philosophical Position

Copy this prompt into your AI tool:

Act as my A-Level Religious Studies revision tutor.

Ask me to choose a major question from the specification and present my own philosophical position on it. After I present my position, challenge me with the strongest counter-arguments and test whether I can defend my view while acknowledging legitimate criticisms. Wait for my answer before giving feedback.

What this helps you practise:

Formulating and defending a personal philosophical position while engaging rigorously with counter-arguments.

How to use it well:

Developing your own view shows the independent thinking that examiners associate with the highest grades. Your position must be defended with philosophical reasoning.

Final Closing Note

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

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

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

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

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

Using AI Beyond This Book

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

As you grow more confident, begin modifying them:

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

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

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

About the Author

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

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

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

Other Titles in This Series

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

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