

GCSE 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-powered revision prompts has been designed to support GCSE Religious Studies students across all major exam boards, including AQA, Edexcel (Pearson), OCR, and WJEC/Eduqas. Each board structures its specification differently, with varying combinations of religions and thematic units, but the underlying skills of analysis, evaluation, and the ability to construct well-supported arguments remain consistent across all of them.

Most GCSE Religious Studies specifications require you to study two religions in depth, alongside thematic, philosophical, or ethical modules. AQA pairs the study of two religions with four thematic studies; Edexcel examines two religions across separate papers with distinct areas of study within each; OCR focuses on two religions plus philosophy and ethics; and WJEC/Eduqas combines the study of two religions with philosophical and ethical themes. Regardless of the board, you will need to demonstrate knowledge of beliefs, practices, and the ability to evaluate different viewpoints.

The prompts in this resource are deliberately written to be adaptable across different religions. Rather than assuming you are studying a specific combination, they invite you to apply the question to whichever religions your specification covers. This means you can use the same prompt whether you are studying Christianity and Islam, Judaism and Hinduism, Buddhism and Sikhism, or any other pairing required by your board.

The analytical and evaluative skills tested at GCSE are highly transferable. Whether you are explaining the significance of prayer in one tradition or evaluating arguments about the existence of God,

the techniques for building a strong answer are the same: use specific religious terminology, reference sources of authority such as scripture and religious leaders, present multiple perspectives, and reach a justified conclusion. These prompts will train you in all of these skills.

We recommend using these prompts alongside your own exam board's specification and past papers. Identify which topics your board examines, then select the prompts most relevant to your course. Even prompts that reference topics outside your specific specification can help you practise the transferable skills of comparison, evaluation, and structured argument that examiners reward highly across every board.

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Section 1

Core Beliefs and Teachings

Core beliefs and teachings form the foundation of every GCSE Religious Studies course. This section covers the essential ideas that underpin each religion you study, from the nature of God or ultimate reality to teachings about creation, the afterlife, and the purpose of human life. Examiners expect you to do more than simply list what believers think; you need to explain why these beliefs matter, how they connect to one another, and how they influence the daily lives of followers.

Key theological vocabulary is essential here. Terms such as omnipotent, omniscient, omnibenevolent, transcendent, and immanent are not just impressive-sounding words; they are precise tools that allow you to describe complex ideas accurately. Understanding concepts like incarnation, salvation, atonement, and eschatology will help you write with the specificity that examiners reward. These prompts will help you practise using this terminology naturally and correctly.

Sources of authority are central to this topic. You will need to reference scripture, religious tradition, and the teachings of key leaders or scholars when explaining what believers hold to be true and why. These prompts encourage you to engage actively with these sources, moving beyond surface-level description to demonstrate genuine understanding of how authority works within each tradition you study.

Prompt 1: The Nature of God or Ultimate Reality

Copy this prompt into your AI tool:

Choose one of your studied religions and describe the nature of God or ultimate reality within that tradition. I will then ask you follow-up questions to test whether you can use precise terminology such as omnipotent, omniscient, omnibenevolent, transcendent, and immanent. Please begin by outlining the key characteristics, and wait for my response before continuing.

What this helps you practise:

Using specialist theological vocabulary accurately to describe the nature of God or ultimate reality.

How to use it well:

Write your initial description, then respond to each follow-up question. Focus on precision: avoid vague statements and instead use the correct GCSE RS terms for each attribute you describe.

Prompt 2: Comparing Beliefs About God Across Traditions

Copy this prompt into your AI tool:

Using both of the religions you have studied, explain how their understanding of God or ultimate reality differs. For example, you might compare a monotheistic concept with a non-theistic or polytheistic understanding. Present your comparison and wait for my answer before I give feedback on whether you have identified the key differences accurately.

What this helps you practise:

Comparing and contrasting different religious concepts of the divine or ultimate reality.

How to use it well:

Write a structured comparison covering at least three points of difference. After submitting, respond to follow-up questions that probe whether you understand why these differences exist and what they mean for believers.

Prompt 3: Key Beliefs and Creeds

Copy this prompt into your AI tool:

Choose one of your studied religions and identify its most important statement of belief, such as a creed, declaration of faith, or foundational teaching.

Explain what each part of it means and why it is significant to believers. Share your explanation and wait for my answer so I can check your understanding and ask you to clarify any points.

What this helps you practise:

Explaining the meaning and significance of foundational statements of belief.

How to use it well:

Break the statement down into its component parts and explain each one. Be prepared for questions that ask you to connect individual beliefs to broader theological concepts.

Prompt 4: Sources of Authority: Scripture

Copy this prompt into your AI tool:

Using a religion you have studied, explain why its scripture is considered a source of authority by believers. Discuss how believers understand the nature of that scripture, for example whether they regard it as the literal word of God, divinely inspired, or a record of revelation. Present your answer and wait for my response.

What this helps you practise:

Explaining how and why scripture functions as a source of authority within a religious tradition.

How to use it well:

Include specific examples of how scripture is used in practice, such as in worship, moral decision-making, or resolving disputes. Be ready for questions about whether all believers within the tradition view scripture in the same way.

Prompt 5: Sources of Authority: Tradition and Religious Leaders

Copy this prompt into your AI tool:

Choose one of your studied religions and explain the role of tradition and religious leaders as sources of authority alongside scripture. Consider how tradition develops over time, how leaders interpret teachings, and whether tradition can ever override or reinterpret scriptural teachings. Share your answer and wait for my response.

What this helps you practise:

Understanding the relationship between different sources of authority within a religion.

How to use it well:

Think about specific examples where tradition and scripture might agree or appear to conflict. Be prepared to discuss how different denominations or groups within the same religion may prioritise these sources differently.

Prompt 6: Creation Beliefs

Copy this prompt into your AI tool:

Using one of your studied religions, explain what that tradition teaches about creation. Include reference to specific scriptural accounts or teachings, and explain whether believers in that tradition tend to interpret creation accounts literally or metaphorically. Present your answer and wait for my answer before I ask follow-up questions.

What this helps you practise:

Explaining creation teachings with reference to scripture and different interpretive approaches.

How to use it well:

Be specific about which scriptural passage or teaching you are referencing. After submitting, be ready to discuss how different groups within the

religion may interpret the same creation account differently.

Prompt 7: Beliefs About the Afterlife

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings about the afterlife. Use precise terminology relevant to that tradition, such as eschatology, resurrection, judgement, reincarnation, or liberation. Explain how these beliefs influence the way followers live their lives. Share your explanation and wait for my answer.

What this helps you practise:

Using eschatological vocabulary accurately and connecting afterlife beliefs to ethical behaviour.

How to use it well:

Aim to cover at least two different perspectives on the afterlife within your chosen tradition if they exist. Be prepared for questions about how afterlife beliefs motivate moral behaviour.

Prompt 8: The Nature of Human Beings

Copy this prompt into your AI tool:

Using a religion you have studied, explain what that tradition teaches about the nature of human beings. Consider ideas such as the soul, the relationship between body and spirit, human dignity, free will, and the concept of humans being created in a particular image or having a special status. Present your answer and wait for my response.

What this helps you practise:

Explaining religious anthropology using appropriate theological concepts.

How to use it well:

Focus on what makes the religious view of human nature distinctive. After submitting, be ready to discuss how these beliefs connect to ethical

teachings about how humans should treat one another.

Prompt 9: The Purpose of Life

Copy this prompt into your AI tool:

Choose one of your studied religions and explain what it teaches about the purpose of human life. Consider how this purpose connects to beliefs about God or ultimate reality, the afterlife, and moral conduct. Include reference to at least one source of authority. Share your answer and wait for my answer before I give you feedback.

What this helps you practise:

Connecting beliefs about life's purpose to wider theological teachings and sources of authority.

How to use it well:

Avoid vague answers like 'to be a good person.' Instead, explain specifically what your chosen tradition teaches about why humans exist and what they should strive for. Be ready for follow-up questions probing the depth of your understanding.

Prompt 10: Salvation and Atonement

Copy this prompt into your AI tool:

Using one of your studied religions, explain the concepts of salvation and atonement, or the equivalent ideas of liberation, enlightenment, or spiritual fulfilment within that tradition. Discuss how believers understand the process by which humans achieve this ultimate goal. Present your explanation and wait for my response.

What this helps you practise:

Explaining salvation, atonement, or equivalent concepts with theological precision.

How to use it well:

Use the specific terminology that belongs to your chosen tradition. Be prepared to discuss whether

salvation or liberation is understood as something achieved through personal effort, divine grace, or a combination of both.

Prompt 11: Incarnation and Divine Intervention

Copy this prompt into your AI tool:

Choose one of your studied religions and explain whether it includes a belief in incarnation or divine intervention in human history. If it does, explain what form this takes and why it is significant. If the tradition does not include incarnation, explain how God or ultimate reality is understood to interact with the world. Share your answer and wait for my answer.

What this helps you practise:

Explaining the concept of incarnation or divine involvement in the world using precise terminology.

How to use it well:

If your tradition includes incarnation, explain what it means theologically, not just historically. If it does not, explain the alternative understanding of how the divine relates to the world. Be ready for comparative follow-up questions.

Prompt 12: The Role of Angels, Prophets, or Spiritual Beings

Copy this prompt into your AI tool:

Choose one of your studied religions and explain the role of angels, prophets, spiritual beings, or enlightened figures within that tradition. Discuss their significance for believers and how they relate to broader beliefs about revelation and divine communication. Share your answer and wait for my answer.

What this helps you practise:

Explaining the significance of intermediary or special figures within a religious tradition.

How to use it well:

Be specific about what role these figures play: do they deliver messages, serve as moral examples, or perform other functions? Be ready for questions about how their authority is understood by different groups within the tradition.

Prompt 13: Denominational Differences in Core Beliefs

Copy this prompt into your AI tool:

Using one of your studied religions, identify and explain a significant difference in core beliefs between two denominations, schools of thought, or branches within that tradition. Explain why this difference exists and what its practical consequences are for believers. Present your analysis and wait for my response.

What this helps you practise:

Recognising and explaining diversity within a single religious tradition.

How to use it well:

Choose a genuine theological difference rather than a superficial one. Be prepared to explain the historical or scriptural reasons behind the disagreement and how it affects worship or practice.

Prompt 14: Revelation: General and Special

Copy this prompt into your AI tool:

Using a religion you have studied, explain the concept of revelation. Distinguish between general revelation, which refers to knowledge of God available through the natural world or reason, and special revelation, which refers to direct communication from God through scripture, prophets, or specific events. Present your explanation and wait for my answer.

What this helps you practise:

Explaining different forms of revelation using accurate theological terminology.

How to use it well:

Provide specific examples of each type of revelation from your chosen tradition. Be ready to discuss whether all believers in the tradition agree about how revelation works and which forms are most authoritative.

Prompt 15: Connecting Beliefs to Practices

Copy this prompt into your AI tool:

Choose one core belief from a religion you have studied and explain in detail how that belief directly influences at least two specific practices. For example, how might a belief about the nature of God shape the way believers worship or the ethical decisions they make? Present your answer and wait for my response so I can assess the strength of the connections you have drawn.

What this helps you practise:

Demonstrating the relationship between theological beliefs and lived religious practice.

How to use it well:

Make the connection explicit rather than assumed. Do not just describe the belief and the practice separately; explain exactly how one leads to the other. Be ready for follow-up questions asking you to justify or expand your reasoning.

Prompt 16: Predestination and Free Will

Copy this prompt into your AI tool:

Using a religion you have studied, explain the debate between predestination and free will within that tradition. Do believers think God has predetermined everything, or do humans have genuine freedom to choose their actions? Are there

different views within the tradition? Present your answer and wait for my response before I follow up.

What this helps you practise:

Analysing the theological tension between predestination and free will.

How to use it well:

Identify at least two different positions within your chosen tradition. Be prepared to explain how this debate connects to beliefs about judgement, salvation, and moral responsibility.

Section 2

Practices and Worship

Understanding religious practices and worship is essential for GCSE Religious Studies because it demonstrates how beliefs are lived out in the real world. Examiners want to see that you understand not just what believers do, but why they do it and how their actions connect to the core teachings of their tradition. This section covers the full range of practices you are likely to encounter, from daily prayer and communal worship to pilgrimage, festivals, rites of passage, and acts of charity.

When writing about practices, it is crucial to use the correct terminology for the tradition you are discussing. Terms such as sacrament, liturgical, and non-liturgical worship carry specific meanings that vary between traditions. Similarly, understanding the significance of concepts like evangelism, charity, and religious community will strengthen your answers. These prompts will help you practise explaining practices with both accuracy and depth.

A common weakness in exam answers about practices is describing what happens without explaining its significance. These prompts are designed to push you beyond description and into analysis. You will be asked not just to outline a practice but to explain its theological meaning, its importance for the individual and the community, and how it connects to the beliefs you covered in the previous section.

Prompt 17: Forms of Worship

Copy this prompt into your AI tool:

Choose one of your studied religions and explain at least two different forms of worship used within that

tradition. You might distinguish between liturgical and non-liturgical worship, congregational and individual worship, or formal and informal approaches. Explain why each form exists and what it offers to believers. Present your answer and wait for my answer before I ask follow-up questions.

What this helps you practise:

Distinguishing between different forms of worship and explaining their significance.

How to use it well:

Be precise about what makes each form distinctive. After submitting, be ready to discuss whether different denominations or groups within your tradition prefer different forms and why.

Prompt 18: The Role and Significance of Prayer
Copy this prompt into your AI tool:

Using a religion you have studied, explain the role and significance of prayer within that tradition. Discuss different types of prayer, how and when believers pray, and what prayer is understood to achieve. Include reference to at least one source of authority that supports the importance of prayer. Share your explanation and wait for my response.

What this helps you practise:

Explaining prayer with theological depth, including different types and their purposes.

How to use it well:

Go beyond a simple description of how prayer is performed. Explain what believers understand to be happening during prayer and why it matters. Be ready for questions about whether prayer is seen as communication, meditation, submission, or something else.

Prompt 19: Pilgrimage

Copy this prompt into your AI tool:

Choose one of your studied religions and explain the significance of pilgrimage within that tradition. Identify a specific pilgrimage destination, explain what pilgrims do there, and discuss why believers consider pilgrimage important for their spiritual life. Present your answer and wait for my answer before I follow up.

What this helps you practise:

Explaining the spiritual and practical significance of pilgrimage.

How to use it well:

Connect the physical journey to the spiritual meaning. Be prepared for questions about whether pilgrimage is obligatory or voluntary in your chosen tradition, and whether all believers view it as equally important.

Prompt 20: Festivals and Celebrations

Copy this prompt into your AI tool:

Using one of your studied religions, choose a major festival or celebration and explain its significance. Discuss what is commemorated or celebrated, how believers observe it, and what theological themes it reinforces. Include reference to relevant scripture or teaching. Share your explanation and wait for my response.

What this helps you practise:

Explaining the meaning and observance of religious festivals with reference to sources of authority.

How to use it well:

Do not just describe what happens during the festival; explain why it matters. Link the celebration to core beliefs. Be ready to discuss how the festival strengthens the faith community.

Prompt 21: Rites of Passage

Copy this prompt into your AI tool:

Choose one of your studied religions and explain a significant rite of passage within that tradition, such as a birth ceremony, coming-of-age ritual, marriage ceremony, or funeral rite. Explain what happens during the rite, what it symbolises, and how it connects to the tradition's core beliefs. Present your explanation and wait for my answer.

What this helps you practise:

Explaining rites of passage with attention to symbolism and theological significance.

How to use it well:

Identify the specific elements of the rite and explain what each one represents. Be prepared for questions about how the rite has been adapted in different cultural contexts or by different denominations.

Prompt 22: Sacraments and Sacred Ceremonies

Copy this prompt into your AI tool:

Using a religion you have studied, explain the role of sacraments or sacred ceremonies within that tradition. If your tradition uses the term sacrament, explain what it means and why certain acts are considered sacramental. If the term does not apply, explain the equivalent concept of sacred or transformative rituals. Share your answer and wait for my response.

What this helps you practise:

Understanding sacramental theology or the equivalent concept of sacred ritual.

How to use it well:

Be precise about what makes a ceremony sacramental or sacred rather than simply traditional.

Be ready to discuss disagreements within the tradition about which ceremonies qualify and why.

Prompt 23: The Role of Religious Community

Copy this prompt into your AI tool:

Choose one of your studied religions and explain the role of the religious community in the lives of believers. Consider how community supports worship, moral development, social action, and the passing on of faith to the next generation. Present your explanation and wait for my answer before I give feedback.

What this helps you practise:

Explaining why community is significant within a religious tradition.

How to use it well:

Give specific examples of how the community functions in practice, not just abstract statements about its importance. Be ready for questions about whether religious community is considered essential or optional.

Prompt 24: Evangelism and Mission

Copy this prompt into your AI tool:

Using a religion you have studied, explain the tradition's approach to evangelism, mission, or the sharing of faith with others. Discuss whether the tradition actively seeks converts, how it understands its responsibility to spread its message, and what methods are considered appropriate. Share your answer and wait for my response.

What this helps you practise:

Understanding different approaches to evangelism and mission within religious traditions.

How to use it well:

Consider whether there are different views within the tradition about how proactive believers should be in sharing their faith. Be prepared to discuss the balance between evangelism and respect for other beliefs.

Prompt 25: Charity and Social Action

Copy this prompt into your AI tool:

Choose one of your studied religions and explain the importance of charity and social action within that tradition. Reference specific teachings or sources of authority that motivate believers to help others, and give examples of how this is put into practice. Present your answer and wait for my answer.

What this helps you practise:

Connecting charitable action to theological motivation and sources of authority.

How to use it well:

Do not just say that the religion encourages charity; explain why, with reference to specific teachings. Be ready to discuss the difference between charitable giving and campaigning for social justice.

Prompt 26: The Role of Places of Worship

Copy this prompt into your AI tool:

Using a religion you have studied, explain the significance of the place of worship within that tradition. Discuss its architectural features, how they reflect theological beliefs, and the role the building plays in the life of the community. Present your explanation and wait for my response before I ask further questions.

What this helps you practise:

Connecting the physical design of worship spaces to theological meaning.

How to use it well:

Identify specific features of the place of worship and explain what they symbolise or facilitate. Be prepared to discuss whether all believers in the tradition consider a dedicated place of worship essential.

Prompt 27: Food Laws and Dietary Practices

Copy this prompt into your AI tool:

Choose one of your studied religions and explain any food laws or dietary practices that believers are expected to follow. Explain the theological basis for these practices, how they are observed in daily life, and what they symbolise. Share your answer and wait for my answer.

What this helps you practise:

Explaining the connection between dietary laws and religious beliefs.

How to use it well:

Reference specific teachings or scriptural passages that establish these dietary rules. Be ready to discuss how strictly different groups within the tradition observe them and why.

Prompt 28: Comparing Practices Across Your Two Religions

Copy this prompt into your AI tool:

Choose one type of practice, such as prayer, charity, or pilgrimage, and compare how it is understood and performed in both of the religions you have studied. Identify similarities and differences, and explain the theological reasons behind them. Present your comparison and wait for my response.

What this helps you practise:

Developing comparative skills across two studied religions.

How to use it well:

Structure your answer clearly, dealing with each religion in turn before drawing out comparisons. Be ready for questions that ask you to explain why the differences exist and which tradition places greater emphasis on the practice.

Section 3

Philosophy of Religion

Philosophy of religion is one of the most intellectually demanding parts of GCSE Religious Studies, but it is also one of the most rewarding. This section deals with the big questions: Does God exist? Why is there suffering? Can miracles happen? How do science and religion relate? These are questions that have been debated for centuries, and examiners want to see that you can engage with the arguments on both sides in a thoughtful, structured way.

Success in this section depends on your ability to explain arguments clearly and evaluate them fairly. You will need to understand key philosophical arguments such as the design argument, the cosmological argument, and the first cause argument, as well as major challenges like the problem of evil and suffering. Familiarity with theodicies and the distinction between different types of evil is essential. These prompts will help you build the skills to present and critique these arguments effectively.

A strong philosophy of religion answer does not simply list arguments for and against. It engages with the reasoning behind each position, considers counterarguments, and reaches a justified conclusion. These prompts train you to think philosophically, using evidence and logic rather than assertion, while always connecting your arguments to the religious teachings and traditions you have studied.

Prompt 29: The Cosmological and First Cause Arguments

Copy this prompt into your AI tool:

Test me on the cosmological argument or first cause argument for the existence of God. Ask me questions to check my understanding, then provide feedback on my answers. Outline the logical steps of the argument, explain why theists find it persuasive, and identify at least one philosophical objection. Present your explanation and wait for my response.

What this helps you practise:

Explaining the logic of the cosmological argument and engaging with its strengths and weaknesses.

How to use it well:

Pay attention to the logical structure of the argument. Be ready for follow-up questions about whether the argument proves the existence of a specific God or merely a first cause, and whether the argument contains any logical fallacies.

Prompt 30: The Problem of Evil and Suffering

Copy this prompt into your AI tool:

Test me on the problem of evil and suffering as a challenge to belief in God. Ask me questions to check my understanding, then provide feedback on my answers. Distinguish between natural evil and moral evil, and explain why the existence of suffering is considered a strong argument against the existence of an omnipotent, omniscient, and omnibenevolent God. Present your explanation and wait for my answer.

What this helps you practise:

Articulating the problem of evil using precise philosophical and theological terminology.

How to use it well:

Make sure you explain the logical structure: if God is all-powerful, all-knowing, and all-loving, why does suffering exist? Be prepared to discuss whether some forms of evil present a greater challenge than others.

Prompt 31: Science and Religion

Copy this prompt into your AI tool:

Test me on the relationship between science and religion as it is discussed in GCSE Religious Studies. Ask me questions to check my understanding, then provide feedback on my answers. Are they necessarily in conflict, or can they be compatible? Use specific examples, such as the debate about creation and evolution, or the Big Bang and the cosmological argument. Present your answer and wait for my answer.

What this helps you practise:

Analysing the relationship between scientific and religious explanations of the world.

How to use it well:

Avoid presenting this as a simple either/or debate. Be ready to discuss the view that science and religion answer different types of questions, as well as the view that they genuinely conflict.

Prompt 32: The Nature of Reality and the Existence of the Soul

Copy this prompt into your AI tool:

Using one or both of your studied religions, explain what that tradition teaches about the nature of reality and the existence of the soul. Is reality purely physical, or does a spiritual dimension exist? How do believers understand the relationship between body and soul? Present your explanation and wait for my response.

What this helps you practise:

Engaging with philosophical questions about the nature of reality from a religious perspective.

How to use it well:

Connect religious teachings about the soul to broader philosophical questions about materialism

and dualism. Be ready to discuss how these beliefs affect attitudes to death, the afterlife, and moral behaviour.

Prompt 33: Atheist and Humanist Challenges to Religion

Copy this prompt into your AI tool:

Test me on the main arguments that atheists and humanists use to challenge religious belief. Ask me questions to check my understanding, then provide feedback on my answers. Consider philosophical arguments, scientific objections, and ethical critiques. Then, using one of your studied religions, explain how a believer might respond to these challenges. Present your answer and wait for my response.

What this helps you practise:

Presenting and responding to non-religious critiques of religious belief.

How to use it well:

Be fair in presenting both sides. Do not caricature atheist or humanist positions, and do not dismiss religious responses without consideration. Be ready to discuss whether these challenges are decisive or whether reasonable people can disagree.

Prompt 34: The Limits of Human Knowledge About God

Copy this prompt into your AI tool:

Discuss whether human beings can ever truly know or understand God. Consider the distinction between what can be known through reason and what can be known through faith or revelation. Refer to at least one religious teaching about the limits of human understanding. Share your answer and wait for my answer.

What this helps you practise:

Engaging with epistemological questions about religious knowledge.

How to use it well:

Think about whether there are aspects of God that believers consider beyond human comprehension, and how this affects the arguments for and against God's existence. Be ready to discuss the role of faith in bridging gaps in knowledge.

Prompt 35: The Design Argument

Copy this prompt into your AI tool:

Test me on the design argument for the existence of God in your own words. Ask me questions to check my understanding, then provide feedback on my answers. Include reference to at least one version of the argument, such as the analogy of the watchmaker, and explain why some people find it convincing. Then identify at least one challenge to the argument. Present your answer and wait for my answer before I give you feedback on the strength of your explanation.

What this helps you practise:

Explaining and evaluating the design argument (teleological argument) for God's existence.

How to use it well:

Aim for clarity: can someone who has never heard of this argument understand it from your explanation?

After submitting, be ready to discuss counterarguments from science, particularly evolution, and whether these definitively disprove the design argument.

Prompt 36: Theodicies: Explaining Evil and Suffering

Copy this prompt into your AI tool:

Using your knowledge of at least one theodicy, explain how religious thinkers have attempted to solve the problem of evil and suffering while maintaining belief in God. Evaluate whether the theodicy you have chosen is convincing. Present your answer and wait for my response before I follow up.

What this helps you practise:

Explaining and evaluating theodicies as responses to the problem of evil.

How to use it well:

Be specific about which theodicy you are discussing and how it attempts to reconcile God's attributes with the existence of suffering. Be ready for questions about whether the theodicy works for all types of evil.

Prompt 37: Miracles

Copy this prompt into your AI tool:

Test me on what is meant by a miracle within religious thought. Ask me questions to check my understanding, then provide feedback on my answers. Using one of your studied religions, give an example of a miracle that is significant within that tradition. Then discuss whether miracles can be used as evidence for the existence of God, considering arguments both for and against. Present your answer and wait for my answer.

What this helps you practise:

Defining miracles, giving tradition-specific examples, and evaluating their evidential value.

How to use it well:

Consider different definitions of miracles: are they violations of natural law, signs of divine activity, or something else? Be ready to discuss philosophical challenges to miracle claims, including the problem of verification.

Prompt 38: Revelation and Religious Experience

Copy this prompt into your AI tool:

Test me on how religious experience and revelation might be used as evidence for the existence of God. Ask me questions to check my understanding, then provide feedback on my answers. Consider different types of experience, such as visions, conversion experiences, answered prayer, or mystical experiences. Then explain why some people are sceptical of these claims. Share your answer and wait for my response.

What this helps you practise:

Evaluating religious experience as evidence for God's existence.

How to use it well:

Be specific about what types of experience you are discussing. Be ready to discuss the difference between experiencing something personally and accepting someone else's account, and why this matters for the argument.

Prompt 39: Arguments from Morality

Copy this prompt into your AI tool:

Test me on the moral argument for the existence of God. Ask me questions to check my understanding, then provide feedback on my answers. This argument suggests that the existence of objective moral values points to a moral lawgiver. Outline the argument, explain why some find it persuasive, and present at least one challenge to it. Share your answer and wait for my answer before I follow up.

What this helps you practise:

Explaining and evaluating the moral argument for God's existence.

How to use it well:

Be clear about the logical steps: from the existence

of objective morality to the conclusion that God exists. Be prepared to discuss whether morality can exist without God and what implications this has for the argument.

Prompt 40: Evaluating Arguments: Building a Balanced Conclusion

Copy this prompt into your AI tool:

I am going to give you a GCSE-style evaluation question about the existence of God. You will need to present arguments on both sides and reach a justified conclusion. Here is the statement: 'The existence of suffering proves that God does not exist.' Give arguments for and against this statement, referring to religious and non-religious perspectives, and reach a conclusion. Present your answer and wait for my response.

What this helps you practise:

Structuring a balanced evaluation response to a philosophical question about God.

How to use it well:

Use the 'some people think... however, others argue...' structure. Ensure you include religious perspectives with reference to sources of authority.

Your conclusion should be justified, not simply asserted. Be ready for feedback on the balance and depth of your argument.

Section 4

Religion, Ethics, and Morality

Ethics and morality form a major component of GCSE Religious Studies, connecting religious beliefs directly to real-world issues. This section covers the topics that students often find most engaging: questions about life and death, war and peace, crime and punishment, and the rights of humans and animals. Examiners want to see that you can explain what different religious traditions teach about these issues and why, using specific sources of authority to support your points.

Understanding ethical theories is essential for success in this section. You should be familiar with concepts such as the sanctity of life, natural law, situation ethics, utilitarianism, and divine command theory, as these frameworks underpin the way religious and non-religious thinkers approach moral questions. Knowing when and how to apply these theories will add sophistication to your answers and demonstrate the kind of analytical thinking that earns high marks.

The strongest answers in this section do more than describe religious rules. They explain the reasoning behind those rules, consider how different believers within the same tradition might disagree, and acknowledge non-religious perspectives. These prompts will help you develop the habit of always asking 'why?' rather than simply stating what a religion teaches, and of always considering whether there is more than one valid religious response to any given issue.

Prompt 41: The Sanctity of Life

Copy this prompt into your AI tool:

Using one of your studied religions, explain the concept of the sanctity of life. What does this principle mean, where does it come from, and how does it influence believers' attitudes to issues such as abortion, euthanasia, and capital punishment? Present your explanation and wait for my answer before I ask you to apply the principle to a specific scenario.

What this helps you practise:

Explaining the sanctity of life principle and applying it to ethical issues.

How to use it well:

Reference specific scriptural or doctrinal sources for the principle. Be ready to discuss whether the sanctity of life is understood as absolute or whether some traditions allow exceptions.

Prompt 42: Abortion

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on abortion. Include reference to the sanctity of life, the status of the unborn, and any diversity of opinion within the tradition. Then explain how a non-religious utilitarian perspective might approach the issue differently. Present your answer and wait for my response.

What this helps you practise:

Explaining religious and non-religious perspectives on abortion with nuance and balance.

How to use it well:

Avoid stating a single religious view as though all believers agree. Identify where there is diversity within the tradition. Be ready to evaluate which arguments are most compelling and why.

Prompt 43: Euthanasia

Copy this prompt into your AI tool:

Using a religion you have studied, explain its teachings on euthanasia. Distinguish between different forms of euthanasia, such as voluntary, non-voluntary, active, and passive. Explain how concepts like the sanctity of life, compassion, and free will apply. Share your answer and wait for my answer.

What this helps you practise:

Applying religious principles to the complex ethical issue of euthanasia.

How to use it well:

Be precise about which form of euthanasia you are discussing, as religious responses may differ depending on the circumstances. Be ready to discuss the tension between compassion and the sanctity of life.

Prompt 44: Capital Punishment

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on capital punishment. Does the tradition support or oppose it? Are there different views within the tradition? Reference relevant sources of authority and explain how concepts such as justice, forgiveness, and the sanctity of life apply. Present your answer and wait for my response.

What this helps you practise:

Analysing religious teachings on capital punishment with reference to competing principles.

How to use it well:

Consider how different sources of authority within the same tradition might point in different directions on this issue. Be ready to discuss whether religious teachings on capital punishment have changed over time.

Prompt 45: Stewardship and Environmental Ethics

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on stewardship and care for the environment. How does the tradition understand humanity's relationship to the natural world? Reference specific teachings and explain how they apply to modern environmental issues such as climate change, pollution, and sustainability. Present your answer and wait for my response.

What this helps you practise:

Connecting religious concepts of stewardship to contemporary environmental ethics.

How to use it well:

Be specific about what stewardship means in your chosen tradition: is it about dominion, responsibility, or both? Be ready to discuss how religious environmental teachings compare with secular environmental ethics.

Prompt 46: Pacifism

Copy this prompt into your AI tool:

Using a religion you have studied, explain the case for pacifism within that tradition. Reference specific teachings, examples, or sources of authority that support a pacifist position. Then explain the main challenge to pacifism: what should be done when violence is used against innocent people? Present your answer and wait for my response.

What this helps you practise:

Explaining religious pacifism and engaging with the objections to it.

How to use it well:

Be specific about which teachings or figures support pacifism in your chosen tradition. Be ready to

discuss whether pacifism is a universal requirement or an ideal that some believers aspire to.

Prompt 47: Crime and Punishment

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on crime and punishment. Discuss the aims of punishment, such as deterrence, retribution, rehabilitation, and protection of society. Explain which aim or aims your chosen tradition prioritises and why. Include reference to sources of authority. Present your answer and wait for my answer.

What this helps you practise:

Connecting religious teachings to the principles behind punishment.

How to use it well:

Consider how religious beliefs about forgiveness, justice, and human nature shape attitudes to punishment. Be ready to discuss whether a religious perspective favours rehabilitation over retribution.

Prompt 48: Human Rights and Social Justice

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on human rights and social justice. How does the tradition understand equality and dignity? Reference specific teachings and explain how believers might apply them to issues such as poverty, discrimination, and the treatment of refugees. Present your answer and wait for my answer.

What this helps you practise:

Connecting religious teachings about human dignity to contemporary social justice issues.

How to use it well:

Identify the theological basis for human rights within your tradition. Be ready to discuss how religious and

secular understandings of human rights compare and whether they ever conflict.

Prompt 49: Prejudice and Discrimination

Copy this prompt into your AI tool:

Using a religion you have studied, explain its teachings on prejudice and discrimination. Discuss how the tradition addresses issues such as racism, sexism, and religious intolerance. Reference specific teachings and explain how believers have worked to combat discrimination. Share your answer and wait for my response.

What this helps you practise:

Explaining religious opposition to prejudice with reference to teachings and practical action.

How to use it well:

Be honest about whether the tradition has always been consistent in opposing discrimination, or whether there have been historical tensions. Be ready to discuss how religious teachings on equality are applied in practice today.

Prompt 50: Ethical Theories: Natural Law, Situation Ethics, and Utilitarianism

Copy this prompt into your AI tool:

Test me on the difference between natural law, situation ethics, and utilitarianism as ethical frameworks. Ask me questions to check my understanding, then provide feedback on my answers. Then choose one ethical issue, such as abortion or euthanasia, and show how each framework would approach it differently. Present your explanation and wait for my answer before I test your understanding with a new scenario.

What this helps you practise:

Understanding and applying different ethical theories to moral issues.

How to use it well:

Be clear about the fundamental principle behind each theory: natural law looks to universal moral principles; situation ethics prioritises love; utilitarianism seeks the greatest good for the greatest number. Be ready to apply these to unfamiliar scenarios.

Prompt 51: Divine Command Theory and Moral Decision-Making

Copy this prompt into your AI tool:

Test me on divine command theory as an approach to moral decision-making. Ask me questions to check my understanding, then provide feedback on my answers. What does it claim, and why do some believers find it convincing? Then explain the main philosophical challenge to the theory, known as the Euthyphro dilemma. Present your answer and wait for my response.

What this helps you practise:

Explaining divine command theory and engaging with its central philosophical challenge.

How to use it well:

Make sure you can explain the theory clearly before moving to the objection. Be ready to discuss how believers who hold this view respond to the Euthyphro dilemma and whether their response is convincing.

Prompt 52: Animal Rights and Animal Testing

Copy this prompt into your AI tool:

Using one of your studied religions, explain its teachings about the status of animals and how they should be treated. Discuss whether animals have rights, the concept of stewardship, and how the tradition views issues such as animal testing, factory

farming, and vegetarianism. Share your explanation and wait for my answer.

What this helps you practise:

Explaining religious attitudes to animals and applying them to modern ethical debates.

How to use it well:

Connect the tradition's view of animals to its broader beliefs about creation and the role of human beings.

Be ready to discuss whether stewardship implies a duty to protect animals or a right to use them.

Prompt 53: Just War Theory

Copy this prompt into your AI tool:

Test me on the concept of just war theory and how it has been understood within one of your studied religions. Ask me questions to check my understanding, then provide feedback on my answers. Outline the criteria that a war must meet to be considered just, and explain why some religious thinkers have argued that war can sometimes be morally acceptable. Then present the pacifist counterargument. Share your answer and wait for my answer.

What this helps you practise:

Explaining just war theory and evaluating it against pacifist alternatives.

How to use it well:

List the specific criteria of just war theory and explain each one. Be ready to discuss whether any modern conflict could genuinely meet all the criteria, and how pacifists respond to the argument that war is sometimes necessary.

Prompt 54: Forgiveness and Reconciliation

Copy this prompt into your AI tool:

Using one of your studied religions, explain the importance of forgiveness and reconciliation within

that tradition. Reference specific teachings or examples that demonstrate why believers are encouraged to forgive. Then consider whether there are situations where forgiveness might be particularly difficult to practise. Share your answer and wait for my response.

What this helps you practise:

Explaining religious teachings on forgiveness and evaluating their practical application.

How to use it well:

Use specific examples or scriptural references. Be ready to discuss the difference between forgiving someone and condoning their actions, and whether forgiveness is a requirement or an aspiration.

Section 5

Relationships and Families

The topic of relationships and families is examined by most GCSE Religious Studies specifications and requires you to understand how religious teachings apply to deeply personal aspects of human life. This section covers marriage, divorce, family structures, gender roles, sexuality, and contraception, all areas where religious and non-religious perspectives often intersect and sometimes conflict. Examiners expect you to handle these sensitive topics with maturity, balance, and accuracy.

When writing about relationships and families, it is essential to recognise diversity within religious traditions. On many of these issues, there is no single religious view; instead, there is a spectrum of opinion that reflects different interpretations of scripture, different cultural contexts, and different denominational positions. These prompts will help you develop the skill of presenting this diversity rather than oversimplifying complex debates.

Strong answers in this section connect religious teachings on relationships to broader theological principles. For example, teachings on marriage are linked to beliefs about the nature of love, the purpose of human life, and the role of the family in society. These prompts encourage you to make these connections explicit, demonstrating that you understand not just what a tradition teaches about relationships, but why it teaches it.

Prompt 55: The Nature and Purpose of Marriage

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on the nature and purpose of marriage.

Why is marriage considered important within the tradition? What is it understood to be, for example a sacrament, a covenant, a contract, or something else? Reference specific teachings or sources of authority. Present your answer and wait for my answer.

What this helps you practise:

Explaining the theological significance of marriage within a specific tradition.

How to use it well:

Go beyond describing a wedding ceremony. Focus on what marriage means theologically and why it is valued. Be ready to discuss whether different groups within the tradition understand marriage differently.

Prompt 56: Divorce and Remarriage

Copy this prompt into your AI tool:

Using a religion you have studied, explain its teachings on divorce and remarriage. Is divorce permitted, discouraged, or forbidden? What are the conditions, if any, under which it might be acceptable? Are there different views within the tradition? Reference relevant sources of authority. Share your answer and wait for my response.

What this helps you practise:

Explaining the range of religious views on divorce with reference to sources of authority.

How to use it well:

Identify the key scriptural or doctrinal texts that inform the tradition's view. Be ready to discuss how the tradition balances the ideal of lifelong marriage with the reality that some marriages fail.

Prompt 57: Family Structures and the Role of the Family

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings about the family. What is the ideal family structure according to the tradition? How does the tradition view single-parent families, blended families, and other non-traditional family structures? Explain the role of the family in passing on faith. Present your answer and wait for my answer.

What this helps you practise:

Understanding religious teachings about family in the context of changing social norms.

How to use it well:

Be balanced: acknowledge both the traditional teaching and the reality that many believers live in diverse family structures. Be ready to discuss how the tradition responds to changing social attitudes.

Prompt 58: Gender Roles and Equality

Copy this prompt into your AI tool:

Using one of your studied religions, explain how the tradition understands gender roles. Does it teach that men and women have different roles, or does it affirm full equality? How have teachings on gender been interpreted differently by different groups within the tradition? Reference specific sources of authority. Share your answer and wait for my response.

What this helps you practise:

Analysing religious teachings on gender with attention to diversity of interpretation.

How to use it well:

Identify where there is genuine debate within the tradition, such as the ordination of women or the role of women in worship. Be ready to discuss how traditional and progressive interpretations of the same texts can lead to different conclusions.

Prompt 59: Religious Teachings on Sexuality

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on sexuality, including attitudes to same-sex relationships. Present the range of views within the tradition, from conservative to liberal, and reference the sources of authority that inform each position. Present your answer and wait for my answer.

What this helps you practise:

Presenting diverse religious views on sexuality with accuracy and sensitivity.

How to use it well:

This topic requires careful, balanced handling. Present different positions within the tradition fairly, without suggesting that one is more valid than another. Be ready to discuss how and why views on this issue have changed within some traditions.

Prompt 60: Contraception

Copy this prompt into your AI tool:

Using a religion you have studied, explain its teachings on contraception. Does the tradition permit, restrict, or prohibit the use of contraception? Are there different views depending on the method of contraception? Explain the theological reasoning behind the tradition's position. Share your answer and wait for my response.

What this helps you practise:

Explaining religious reasoning about contraception with reference to underlying principles.

How to use it well:

Connect the teaching to broader principles such as the sanctity of life, the purpose of marriage, and responsible parenthood. Be ready to discuss whether all believers within the tradition follow the official teaching.

Prompt 61: Cohabitation and Sex Before Marriage

Copy this prompt into your AI tool:

Choose one of your studied religions and explain its teachings on cohabitation and sex before marriage. How does the tradition view relationships outside of marriage? Reference relevant sources of authority and consider whether attitudes within the tradition have changed over time. Present your answer and wait for my answer.

What this helps you practise:

Explaining traditional religious teachings on sexual ethics in the context of modern society.

How to use it well:

Be specific about what the tradition teaches and why. Be ready to discuss the gap between official teaching and the practice of many believers, and how religious leaders respond to this.

Prompt 62: The Role of Parents in Religious Upbringing

Copy this prompt into your AI tool:

Using one of your studied religions, explain the responsibilities that the tradition places on parents in raising their children within the faith. How are children introduced to the religion, and what role do practices such as worship, prayer, and religious education play in the home? Share your answer and wait for my response.

What this helps you practise:

Understanding the religious expectation of faith transmission within families.

How to use it well:

Give specific examples of how parents are expected to practise their faith at home. Be ready to discuss whether bringing children up within a faith is seen

as a duty or a choice, and how this intersects with ideas about children's rights and autonomy.

Prompt 63: Comparing Teachings on Relationships Across Religions

Copy this prompt into your AI tool:

Choose one topic related to relationships, such as marriage, divorce, or gender roles. Compare how your two studied religions approach this topic. Identify similarities and differences, and explain the theological reasons behind any differences. Present your comparison and wait for my answer.

What this helps you practise:

Developing comparative analysis skills on relationship ethics across two traditions.

How to use it well:

Structure your answer clearly and ensure you cover both religions with equal depth. Be ready to discuss whether the similarities outweigh the differences and what this might suggest about shared moral values.

Prompt 64: Evaluating Religious Teachings on Relationships

Copy this prompt into your AI tool:

Here is a GCSE-style evaluation question for you to practise: 'Religious teachings on relationships are outdated and no longer relevant.' Using your knowledge of one or both of your studied religions, give arguments for and against this statement and reach a justified conclusion. Present your answer and wait for my response.

What this helps you practise:

Writing a balanced evaluation answer on the relevance of religious relationship teachings.

How to use it well:

Use the standard evaluation structure: arguments

supporting the statement, arguments opposing it, and a justified conclusion. Reference specific teachings and consider both traditional and progressive viewpoints. Be ready for feedback on the balance and depth of your argument.

Section 6

Fixing Common Mistakes and Misconceptions

Even well-prepared students lose marks in Religious Studies exams because of recurring mistakes and misconceptions. This section is designed to help you identify and correct the errors that examiners see most frequently. By practising with these prompts, you can train yourself to spot these problems in your own writing before you sit the exam, turning common weaknesses into strengths.

The most damaging mistake in GCSE Religious Studies is failing to evaluate. Many students describe religious teachings accurately but never explain why they are significant, whether they are convincing, or how different perspectives might challenge them. Other common errors include presenting one-sided arguments, failing to use specialist terminology, confusing the teachings of different religions or denominations, and making assertions without supporting them with evidence.

These prompts deliberately set up scenarios where these mistakes are likely to occur, then guide you through the process of correcting them. Think of them as diagnostic tools: they help you identify which bad habits you need to break and which skills you need to strengthen before the exam.

Prompt 65: Missing Religious Terminology

Copy this prompt into your AI tool:

I am going to give you a paragraph about religious beliefs that uses no specialist terminology. Your task is to rewrite it using the correct GCSE Religious Studies vocabulary. Here is the paragraph: 'Most believers think God is really powerful, knows everything, and is really good. Some think God is far

away and unknowable, while others think God is close and involved in the world.' Rewrite this using precise theological terms and wait for my answer.

What this helps you practise:

Upgrading everyday language to specialist religious terminology.

How to use it well:

Replace every vague phrase with its precise equivalent. After submitting, compare your version with the corrected version to see which terms you identified and which you missed. Keep a list of key terms to memorise.

Prompt 66: Confusing Different Religious Positions

Copy this prompt into your AI tool:

I am going to present you with a statement that confuses the teachings of two different religions or denominations. Your task is to identify the error and correct it. Read the following: 'All Christians believe that the Bible is the literal word of God and must be followed exactly as written.' Explain what is wrong with this statement, correct it, and wait for my answer.

What this helps you practise:

Identifying and correcting inaccurate generalisations about religious positions.

How to use it well:

Look for the word 'all' and any suggestion that a religion has only one view. After correcting, be ready for further examples that test whether you can spot similar errors across different traditions.

Prompt 67: Confusing Explanation and Opinion

Copy this prompt into your AI tool:

Read the following and identify where the student has given their personal opinion instead of

explaining a religious viewpoint: 'I think the problem of evil disproves God because suffering is clearly unfair. Religious people should just accept that God does not exist.' Explain what is wrong with this approach and how the student should reframe their answer. Wait for my answer after you share your analysis.

What this helps you practise:

Distinguishing between personal opinion and academic explanation of religious and philosophical views.

How to use it well:

In GCSE RS, you are expected to present and evaluate different viewpoints, not simply assert your own opinion. After receiving feedback, practise rewriting opinionated statements as balanced analyses.

Prompt 68: Assertion Without Evidence

Copy this prompt into your AI tool:

Read the following exam answer extract and identify where the student has made assertions without providing evidence: 'God exists because the world is too perfect to have happened by accident. Also, lots of people have experienced God so he must be real.' Explain what evidence or reasoning is missing and how the student could improve each point. Share your analysis and wait for my answer.

What this helps you practise:

Recognising unsupported assertions and learning to back claims with evidence.

How to use it well:

For each assertion you identify, suggest a specific piece of evidence, a source of authority, or a logical argument that could support it. After receiving feedback, practise this skill with your own practice answers.

Prompt 69: Misusing 'Some People Think'

Copy this prompt into your AI tool:

Many students overuse the phrase 'some people think' without specifying who these people are or why they think it. I am going to give you an answer that does this. Your task is to improve it by being specific. Here is the answer: 'Some people think euthanasia is wrong. However, some people think it should be allowed.' Rewrite this with specific references to religious and non-religious perspectives and wait for my answer.

What this helps you practise:

Replacing vague references with specific, attributed viewpoints.

How to use it well:

Every time you write 'some people think,' specify which people: a particular religious tradition, a denomination, an ethical position, or a named thinker. After submitting, check whether your revision is specific enough.

Prompt 70: Treating All Believers as Identical

Copy this prompt into your AI tool:

Write a short paragraph explaining what Muslims believe about the afterlife, or what Christians believe about salvation, using one of your studied religions. Then wait for my answer. I will check whether you have acknowledged diversity within the tradition or whether you have treated all believers as holding identical views. I will guide you in adding the necessary nuance.

What this helps you practise:

Recognising and representing diversity of belief within a single tradition.

How to use it well:

After receiving feedback, add phrases such as

'liberal believers may argue...', 'conservative interpretations suggest...', or 'within the tradition there is debate about...' to demonstrate awareness of internal diversity.

Prompt 71: Describing vs Evaluating

Copy this prompt into your AI tool:

I am going to give you a GCSE Religious Studies question that requires evaluation, not just description. Your task is to answer it, and I will check whether you have actually evaluated or whether you have fallen into the trap of simply describing. Here is the question: 'Explain two reasons why some people believe in life after death. In your answer you must refer to one or more religious traditions.' Write your response and wait for my answer before I point out where you may have described instead of explained.

What this helps you practise:

Distinguishing between description and evaluation in exam answers.

How to use it well:

After submitting your answer, carefully read the feedback about which parts describe and which parts explain or evaluate. Then try to rewrite any weak sections to include genuine explanation and analysis.

Prompt 72: One-Sided Arguments

Copy this prompt into your AI tool:

Write a response to this evaluation statement: 'Prayer is the most important form of worship.' Deliberately write a one-sided answer that only argues for this statement. Then wait for my answer. I will show you exactly where your answer is one-sided and guide you through adding the other perspective to create a balanced argument.

What this helps you practise:

Identifying and correcting one-sided arguments in evaluation questions.

How to use it well:

This exercise deliberately asks you to make the mistake first so you can learn to recognise it. After receiving feedback, rewrite the answer with balance. This two-step process helps you internalise the habit of always considering both sides.

Prompt 73: Ignoring Non-Religious Perspectives

Copy this prompt into your AI tool:

Many evaluation questions require reference to non-religious perspectives, but students often forget to include them. Write a response to the following: 'Religious believers should always forgive those who wrong them.' Deliberately write an answer that only includes religious perspectives. Then wait for my answer, and I will guide you in adding non-religious viewpoints such as humanist, utilitarian, or secular ethical perspectives.

What this helps you practise:

Remembering to include non-religious perspectives in evaluation answers.

How to use it well:

After receiving feedback, add non-religious perspectives using specific ethical theories or secular arguments. Practise until including non-religious viewpoints becomes automatic in your evaluation answers.

Prompt 74: Weak Conclusions

Copy this prompt into your AI tool:

Read this conclusion to an evaluation question and explain why it is weak: 'In conclusion, there are arguments on both sides, so it is up to the individual

to decide.' Then write an improved conclusion that takes a clear, justified position while acknowledging the strength of opposing arguments. Share your improved version and wait for my answer.

What this helps you practise:

Writing strong, justified conclusions rather than sitting on the fence.

How to use it well:

A strong conclusion states your view and explains why you hold it, while acknowledging that the opposing view has some merit. After receiving feedback, practise writing conclusions for different evaluation questions until this skill becomes natural.

Section 7

Using Sources of Authority Effectively

Sources of authority are the backbone of strong GCSE Religious Studies answers. Whether you are quoting scripture, referencing the teachings of religious leaders, or citing the official position of a denomination, your ability to use sources of authority accurately and relevantly can make the difference between a competent answer and an excellent one. This section will help you practise integrating these sources into your writing in a way that feels natural and purposeful.

A common mistake is to drop a quotation into an answer without explaining its relevance. Examiners want to see that you understand what a source of authority means and why it supports your argument. Simply writing a scriptural reference is not enough; you need to explain how it connects to the point you are making. These prompts will train you to embed sources of authority into your arguments so that they strengthen rather than simply decorate your answers.

Remember that sources of authority extend beyond scripture. Religious tradition, the teachings of scholars and leaders, the decisions of religious councils, and the lived practice of faith communities can all serve as authoritative support for your arguments. These prompts cover the full range of sources you might draw upon, helping you develop a rich and varied toolkit for supporting your exam answers.

Prompt 75: Quoting Scripture Accurately
Copy this prompt into your AI tool:

Choose one of your studied religions and select a scriptural passage that is relevant to a topic you are revising. Write the passage out from memory, then explain what it means and how it applies to the topic. Present your answer and wait for my answer. I will check your quotation for accuracy and your explanation for depth.

What this helps you practise:

Recalling and applying scriptural quotations accurately under exam conditions.

How to use it well:

If you cannot remember the exact words, focus on capturing the meaning accurately. After receiving feedback, add the corrected version to your revision notes. Practise until you can recall key quotations confidently.

Prompt 76: Linking Teachings to Arguments

Copy this prompt into your AI tool:

I am going to give you an argument about an ethical issue. Your task is to find a relevant teaching from one of your studied religions and explain how it supports or challenges the argument. Here is the argument: 'Humans have a responsibility to protect the environment for future generations.' Identify a relevant religious teaching, explain how it connects to this argument, and wait for my response.

What this helps you practise:

Selecting and applying relevant religious teachings to support or challenge ethical arguments.

How to use it well:

Do not just state the teaching; explain the connection between the teaching and the argument. After receiving feedback, practise this skill with different arguments and teachings until it becomes automatic.

Prompt 77: Using Religious Scholars and Leaders

Copy this prompt into your AI tool:

Choose one of your studied religions and identify a religious scholar, leader, or significant figure whose teachings are relevant to a topic you are revising.

Explain who they are, what they taught, and how their teachings have influenced the tradition.

Present your answer and wait for my answer.

What this helps you practise:

Drawing on the teachings of scholars and leaders as sources of authority.

How to use it well:

Be specific about what the figure taught and why it matters. Be ready to discuss whether their teachings are universally accepted within the tradition or whether they represent a particular perspective.

Prompt 78: Applying Teachings to Modern Ethical Issues

Copy this prompt into your AI tool:

Choose a modern ethical issue that was not directly addressed in the scriptures of one of your studied religions, such as genetic engineering, social media, or artificial intelligence. Explain how a believer in that tradition might use existing teachings and principles to form a response to this modern issue.

Share your answer and wait for my response.

What this helps you practise:

Applying ancient religious teachings to contemporary ethical challenges.

How to use it well:

This tests your ability to extrapolate from existing principles rather than simply quoting a directly relevant teaching. Be ready to discuss how different believers might apply the same principles to reach different conclusions.

Prompt 79: Distinguishing Between Primary and Secondary Sources

Copy this prompt into your AI tool:

Using one of your studied religions, explain the difference between primary sources of authority, such as scripture, and secondary sources, such as the writings of scholars, the decisions of councils, or the traditions of the community. Give an example of each and explain when a believer might prioritise one over the other. Present your answer and wait for my answer.

What this helps you practise:

Understanding the hierarchy of sources of authority within a religious tradition.

How to use it well:

Be specific about why some sources carry more weight than others. Be ready to discuss cases where primary and secondary sources might appear to conflict and how believers resolve such tensions.

Prompt 80: Avoiding Misuse of Sources

Copy this prompt into your AI tool:

I am going to show you an exam answer that misuses a source of authority by taking it out of context or applying it incorrectly. Your task is to identify the misuse and correct it. Here is the answer: 'The Bible says "an eye for an eye," which proves that Christianity supports capital punishment.' Explain why this is a misuse of the source and provide a more accurate interpretation. Wait for my answer.

What this helps you practise:

Identifying and correcting the misuse of sources of authority in exam answers.

How to use it well:

Consider the context of the quotation, how it has

been interpreted within the tradition, and whether it means what the student claims it means. After receiving feedback, check your own practice answers for similar errors.

Prompt 81: Using Multiple Sources to Strengthen an Answer

Copy this prompt into your AI tool:

Choose a topic from one of your studied religions and write a paragraph that uses at least three different sources of authority: a scriptural quotation, a teaching from a religious leader or scholar, and reference to a tradition or practice. Explain how these sources work together to support a single argument. Present your paragraph and wait for my answer.

What this helps you practise:

Layering multiple sources of authority to create a well-supported argument.

How to use it well:

The goal is to show that your argument is not relying on a single source but is supported by multiple strands of evidence. After receiving feedback, practise combining sources in this way until it becomes a natural part of your writing.

Prompt 82: Building an Argument Around a Source of Authority

Copy this prompt into your AI tool:

I will give you a source of authority from a religious tradition. Your task is to build a complete argument around it, using the source as your central piece of evidence. Here is the source: choose a key teaching from one of your studied religions about the value of human life. Build an argument about why believers should oppose a specific practice, using this

teaching as your foundation. Present your argument and wait for my response.

What this helps you practise:

Constructing a complete argument with a source of authority at its centre.

How to use it well:

Start with the source, explain what it means, and then show how it logically leads to the conclusion you are arguing for. Be ready for questions about whether the source supports your argument as strongly as you claim.

Section 8

Extended Writing and Exam Technique

Exam technique is what separates students who know the content from students who achieve the highest grades. In GCSE Religious Studies, knowing what to write is only half the challenge; knowing how to write it, how to structure your answer, and how to meet the specific demands of each question type is equally important. This section focuses on the skills you need to turn your knowledge into marks, covering everything from 5-mark explanation questions to 12-mark evaluation responses.

The 12-mark evaluation question is the most significant question on most GCSE Religious Studies papers, and it is where the greatest number of marks are available. Success on this question requires you to present a balanced argument, consider multiple perspectives including religious and non-religious viewpoints, use sources of authority effectively, and reach a justified conclusion. These prompts will give you repeated practice in this specific skill, building your confidence and fluency.

Spelling, punctuation, and grammar also carry marks in GCSE Religious Studies, particularly on extended writing questions. While this is not an English exam, the accurate use of specialist terminology, clear expression, and well-organised paragraphs all contribute to your overall mark. These prompts will help you develop the discipline of writing clearly and precisely under time pressure.

Prompt 83: The 5-Mark Explain Question

Copy this prompt into your AI tool:

Answer the following 5-mark question: 'Explain two ways in which believing in the afterlife influences

believers today. In your answer you must refer to one or more religious traditions.' Write your response and wait for my answer. I will check whether you have given two developed points rather than two brief ones, and whether you have included a relevant reference to a source of authority.

What this helps you practise:

Writing developed 5-mark explanation answers with appropriate depth and references.

How to use it well:

Each point should include the belief, an explanation of how it influences behaviour, and ideally a supporting reference. After receiving feedback, check whether you tend to under-develop your points and practise expanding them.

Prompt 84: Using 'Some People Think... However...' Effectively

Copy this prompt into your AI tool:

The phrase 'Some people think... however, others argue...' is a useful tool for structuring balanced arguments. Practise using it by responding to this statement: 'Science has disproved religion.' Write at least three exchanges of 'some people think... however...' with specific, attributed viewpoints. Present your answer and wait for my answer.

What this helps you practise:

Using the 'some people think... however...' structure with specificity and depth.

How to use it well:

Each 'some people think' should specify who thinks it and why. Each 'however' should present a genuine counterargument, not just a contradiction. After receiving feedback, practise this structure until it becomes automatic.

Prompt 85: SPaG and Specialist Terminology in RS

Copy this prompt into your AI tool:

I am going to give you a paragraph about religious beliefs that contains spelling errors in specialist terminology and poor punctuation. Your task is to correct it. Here is the paragraph: 'christians beleive in the trinty which means that god is three persons in one the father the son and the holy spirit this is a monotheastic beleif because there is still only one god even though he has three parts some denomintaions like unitariens reject this teching.'
Correct the paragraph and wait for my answer.

What this helps you practise:

Identifying and correcting spelling, punctuation, and grammar errors in RS writing.

How to use it well:

Pay attention to the spelling of specialist terms, capitalisation of proper nouns, and the use of punctuation to create clear sentences. After receiving feedback, add any terms you misspelled to a revision list.

Prompt 86: Answering the Question That Was Asked

Copy this prompt into your AI tool:

A very common mistake is answering the question you wish had been asked rather than the one that was actually set. I am going to give you a question, and you will answer it. Then I will check whether you have actually addressed the specific demands of the question or whether you have drifted into a related but different topic. Here is the question: 'Explain two contrasting beliefs about miracles in the main religious tradition of Britain. In your answer you should refer to scripture or sacred

writings.' Write your response and wait for my answer.

What this helps you practise:

Developing the discipline of answering the specific question set by the examiner.

How to use it well:

Before writing, underline or highlight the key demands of the question. After receiving feedback, check whether you addressed every part of the question or whether you missed any requirements.

Prompt 87: Developing Points Beyond the Obvious

Copy this prompt into your AI tool:

Many students make correct but surface-level points that do not earn the highest marks. I am going to give you a basic point about a religious teaching, and your task is to develop it to a higher level by adding depth, nuance, and supporting evidence.

Here is the basic point: 'Muslims believe in giving to charity because it is one of the Five Pillars.' Develop this point to a higher level and wait for my response.

What this helps you practise:

Moving beyond surface-level answers to demonstrate genuine depth of understanding.

How to use it well:

Ask yourself: what does this mean in more detail? Why is it important? How does it connect to other beliefs? What difference does it make in practice? After receiving feedback, apply this technique to your own revision notes.

Prompt 88: Comparing Perspectives Within a Single Answer

Copy this prompt into your AI tool:

Practise writing a paragraph that compares two different religious perspectives on the same issue

within a single, flowing response rather than dealing with each religion separately. Choose the topic of forgiveness and use both of your studied religions. Write the comparative paragraph and wait for my answer.

What this helps you practise:

Integrating comparison into your writing rather than treating each religion in isolation.

How to use it well:

Use linking phrases such as 'similarly,' 'in contrast,' 'while both traditions agree that...' to weave the comparison together. After receiving feedback, practise this technique with other topics.

Prompt 89: Time Management in the RS Exam

Copy this prompt into your AI tool:

I am going to simulate an exam section for you. You will have a series of questions at different mark values: a 1-mark question, a 2-mark question, a 4-mark question, a 5-mark question, and a 12-mark question, all on the topic of one of your studied religions. Tell me which religion you would like to focus on, and I will provide the questions. The aim is to practise allocating your time and effort proportionally. Tell me your chosen religion and wait for my response.

What this helps you practise:

Practising time allocation across different question types in a simulated exam section.

How to use it well:

Answer each question in order and try to spend time proportional to the marks available. After completing all questions, receive feedback on whether you spent too long on low-mark questions or too little on high-mark ones.

**Prompt 90: The 12-Mark Evaluation Question:
Structure**

Copy this prompt into your AI tool:

I am going to give you a 12-mark evaluation statement. Before you write your full answer, outline the structure you would use to respond to it. Identify which arguments you would make on each side, which sources of authority you would use, and how you would reach your conclusion. Here is the statement: 'Belief in God is not reasonable in the modern world.' Outline your plan and wait for my answer before writing the full response.

What this helps you practise:

Planning and structuring 12-mark evaluation answers before writing them.

How to use it well:

Planning before writing helps you produce balanced, well-organised answers. After receiving feedback on your plan, write the full answer. This two-step process trains you to think before you write, which is essential under exam conditions.

**Prompt 91: The 12-Mark Evaluation Question:
Full Response**

Copy this prompt into your AI tool:

Now write a full 12-mark evaluation response to the following statement: 'Religious teachings on the sanctity of life mean that euthanasia can never be justified.' Include arguments from two different perspectives, reference at least two sources of authority, include a non-religious perspective, and reach a justified conclusion. Present your answer and wait for my response.

What this helps you practise:

Writing a complete 12-mark evaluation answer under exam-like conditions.

How to use it well:

Time yourself: aim to complete this in around 15 minutes, which is the time you would have in an exam. After receiving feedback, identify which elements of the mark scheme you met and which you missed.

Prompt 92: Reaching a Justified Conclusion

Copy this prompt into your AI tool:

I am going to give you the body of an evaluation answer without a conclusion. Your task is to write a justified conclusion that takes a clear position while acknowledging the strength of opposing arguments.

Here is the body of the answer: 'Some religious believers argue that war can never be justified because all life is sacred. However, just war theory suggests that war can be morally acceptable if certain conditions are met, such as being a last resort and having a just cause.' Write your conclusion and wait for my response.

What this helps you practise:

Writing justified conclusions that go beyond simply restating both sides.

How to use it well:

Your conclusion must state your view and explain why you hold it. It must acknowledge the other side without dismissing it. After receiving feedback, practise writing conclusions for different topics.

Prompt 93: Peer Marking an Evaluation Answer

Copy this prompt into your AI tool:

I am going to give you a student's evaluation answer. Your task is to mark it using GCSE criteria: has the student given arguments on both sides? Have they used sources of authority? Have they included non-religious perspectives? Have they reached a justified conclusion? Here is the answer: 'I

think abortion is wrong because the Bible says thou shalt not kill. This means Christians are against it.

However, some people think abortion should be allowed if the mother's life is in danger. In conclusion, it depends on the situation.' Mark this answer and wait for my response.

What this helps you practise:

Developing the ability to assess the quality of an answer against GCSE mark scheme criteria.

How to use it well:

Identify what the answer does well and what it is missing. After receiving feedback, compare your assessment with the model assessment. This skill helps you evaluate your own work more effectively.

Prompt 94: Writing Under Pressure: Timed Practice

Copy this prompt into your AI tool:

Set a timer for 15 minutes. I am going to give you a 12-mark evaluation question, and you must write your best possible answer within the time limit. Here is the question: 'Religious people should always follow the teachings of their scripture, even when they conflict with modern values.' Evaluate this statement, referring to one or more religious traditions and non-religious arguments. Write your answer, stop when the timer ends, and submit whatever you have. Wait for my response.

What this helps you practise:

Building the ability to write high-quality evaluation answers under strict time pressure.

How to use it well:

Do not spend more than 2 minutes planning and no more than 13 minutes writing. After receiving feedback, identify whether time pressure caused you to miss key arguments, lose structure, or make errors, then practise addressing these weaknesses.

Section 9

Final Revision and Exam-Week Prompts

The final days before your GCSE Religious Studies exam are not the time to learn new material; they are the time to consolidate, recall, and build confidence. This section provides prompts specifically designed for the last week of revision, focusing on rapid recall, quick topic sweeps, and final practice under exam-like conditions. The aim is to sharpen what you already know rather than overwhelm you with new information.

These prompts are deliberately concise and fast-paced. They are designed to be used in short, focused revision sessions rather than long study marathons. Research consistently shows that spaced, active retrieval practice is more effective than passive re-reading, and these prompts are built on that principle. Each one asks you to recall, apply, and demonstrate your knowledge rather than simply recognise it.

Use these prompts in the order that suits your revision plan. If you know that a particular topic is your weakest area, prioritise the prompts that target it. If you feel confident across all topics, use the mini mock and final readiness prompts to test yourself under exam conditions. Whatever approach you take, the goal is to enter the exam room feeling prepared, confident, and ready to demonstrate everything you have learned.

Prompt 95: Rapid Topic Sweep: Core Beliefs

Copy this prompt into your AI tool:

I am going to test your recall of core beliefs across both of your studied religions. For each religion, give me a quick summary of the following: the

nature of God or ultimate reality, one key belief about the afterlife, and one important source of authority. Keep each answer to two or three sentences. Begin with your first religion and wait for my answer before I ask about your second.

What this helps you practise:

Rapid recall of essential beliefs across both studied religions.

How to use it well:

Speed is important here. Do not overthink your answers; write what comes to mind first. After receiving feedback, note any areas where your recall was slow or inaccurate and revise those topics.

Prompt 96: Key Teachings Recall: Ethics and Morality

Copy this prompt into your AI tool:

Without looking at your notes, list as many key ethical teachings as you can from one of your studied religions. For each teaching, note the topic it relates to, such as sanctity of life, war, forgiveness, or the environment, and provide a brief explanation. Write as many as you can in five minutes and then wait for my answer. I will identify any important teachings you have missed.

What this helps you practise:

Testing breadth and accuracy of recall on ethical teachings.

How to use it well:

Set a timer for five minutes and write continuously. After receiving feedback on gaps, spend time reviewing the teachings you forgot. This exercise is most effective when repeated on consecutive days.

Prompt 97: Terminology Quick-Fire

Copy this prompt into your AI tool:

I am going to give you ten GCSE Religious Studies terms, one at a time. For each term, give me a brief, accurate definition. I will start with the first term and wait for your answer before giving you the next.

This exercise tests your knowledge of specialist vocabulary under pressure. Tell me you are ready, and I will begin.

What this helps you practise:

Rapid, accurate recall of specialist Religious Studies terminology.

How to use it well:

Try to answer each definition in one or two sentences. Speed and accuracy are both important.

After the exercise, review any terms you defined incorrectly or struggled with.

Prompt 98: Mini Mock: Mixed Questions

Copy this prompt into your AI tool:

I am going to give you a mini mock exam consisting of five questions covering different topics and question types from GCSE Religious Studies. The questions will range from 1-mark to 12-mark questions. Treat this as a real exam: read each question carefully, allocate your time appropriately, and answer in full. Tell me which two religions you have studied so I can tailor the questions, and wait for my response.

What this helps you practise:

Simulating exam conditions with a mixed set of questions across topics and mark values.

How to use it well:

Answer all five questions in one sitting if possible, timing yourself appropriately. After receiving feedback on all five answers, identify patterns in your strengths and weaknesses across different question types.

Prompt 99: Last-Minute Connections

Copy this prompt into your AI tool:

Choose any two topics from your GCSE Religious Studies course that seem unrelated, for example pilgrimage and the problem of evil, or marriage and the design argument. I will challenge you to find a meaningful connection between them. This exercise strengthens your ability to make unexpected links, which is a skill that impresses examiners. Tell me your two topics and wait for my response.

What this helps you practise:

Making creative connections between apparently unrelated RS topics.

How to use it well:

Think about shared themes, overlapping principles, or common sources of authority. This exercise is excellent for building the kind of flexible thinking that helps you respond to unexpected exam questions.

Prompt 100: Final Readiness Check

Copy this prompt into your AI tool:

Tell me which exam board you are sitting and which two religions you have studied. I will ask you five targeted questions designed to test your readiness for the exam. These will cover the areas that examiners report as the most common weaknesses: evaluation, use of sources of authority, specialist terminology, balanced arguments, and justified conclusions. Answer each question and wait for my feedback after each one. This is your final check before the exam.

What this helps you practise:

A comprehensive final assessment targeting the five most common areas of weakness.

How to use it well:

Treat this as your last revision session. Answer each

question as if you were in the exam. After receiving feedback, make final notes on any areas that need last-minute attention. Enter the exam confident that you have addressed your weaknesses.

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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