

IBDP WORLD RELIGIONS

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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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 book is designed for students following the International Baccalaureate Diploma Programme (IBDP) World Religions course, a Group 3 elective that explores the beliefs, practices, and lived experiences of major world religions. The course encourages students to develop an empathetic and analytical understanding of religious traditions and their role in shaping human culture and society.

Assessment in IB World Religions consists of Paper 1 (five extended-response questions from which students choose two, based on the nine prescribed topics), Paper 2 (a comparative study where students analyse a theme across two religions), and an Internal Assessment (IA) requiring an investigative study based on fieldwork into a specific aspect of a living religious tradition.

The IB uses specific command terms such as 'analyse', 'evaluate', 'examine', 'compare and contrast', and 'discuss', each requiring distinct levels of depth and critical engagement. Achieving marks in the upper markbands demands not only accurate knowledge of religious beliefs and practices but also critical analysis, empathetic understanding, and the ability to examine multiple perspectives.

Prompts in this book are designed to be adaptable across the religions students may study. While specific sections focus on Christianity, Islam, and Buddhism, the principles and analytical approaches apply equally to Hinduism, Judaism, Sikhism, and other traditions covered in the syllabus. Students should adapt prompts to their chosen religions where appropriate.

By practising with AI-driven prompts that mirror the analytical rigour of IB assessment, students can

develop confidence in explaining religious concepts with accuracy, analysing the significance of practices and beliefs, comparing traditions thoughtfully, and constructing the empathetic yet critical arguments that distinguish top-band responses in IB World Religions examinations.

Contents

How to Use This Book ii

Note on Exam Boards and Syllabi iii

- Beliefs and Practices of Christianity
Prompts 1-11 1
- Beliefs and Practices of Islam
Prompts 12-22 7
- Beliefs and Practices of Buddhism
Prompts 23-33 13
- Living Religious Traditions
Prompts 34-44 19
- Religious Identity and Diversity
Prompts 45-55 25
- Religion and Social Issues
Prompts 56-66 31
- Textual Analysis and Sacred Writings
Prompts 67-77 37
- Comparative Study of Religions
Prompts 78-89 43
- Internal Assessment and Investigative Study
Prompts 90-100 50

Final Closing Note 57

Using AI Beyond This Book 58

About the Author 59

Other Titles in This Series 60

Section 1

Beliefs and Practices of Christianity

This section explores the core beliefs and practices of Christianity, including key doctrines such as the Trinity, salvation, the nature of God, and the significance of Jesus Christ. Students must understand how these beliefs are expressed through worship, sacraments, prayer, and ethical living.

IB World Religions requires students to go beyond descriptive accounts of Christian belief, analysing how doctrines shape the lives of believers and examining diversity within Christianity across denominations such as Catholicism, Protestantism, and Eastern Orthodoxy.

The prompts below progress from identifying key Christian beliefs through to analysing their theological significance and evaluating how different Christian communities interpret and practise their faith in diverse cultural contexts.

Prompt 1: The Nature of God in Christianity

Copy this prompt into your AI tool:

Ask me to explain the Christian understanding of God as Trinity — Father, Son, and Holy Spirit. Then test whether I can analyse why this doctrine is central to Christian theology and how it distinguishes Christianity from other monotheistic religions. Require me to support my answer with specific reference to the Nicene Creed. Include a question about how Eastern Orthodox practitioners might respond differently.

What this helps you practise:

Explaining Trinitarian theology and analysing its distinctive significance

How to use it well:

Focus on articulating the relationship between the three persons of the Trinity, not just listing them — depth of theological understanding matters.

Prompt 2: The Significance of Jesus Christ

Copy this prompt into your AI tool:

Lay out me with a question about the role of Jesus in Christian belief and ask me to explain his significance as both divine and human. Then challenge me to analyse how different Christian denominations understand the nature and purpose of the Incarnation. Ask me to contrast the perspectives of Protestant and Eastern Orthodox traditions on this issue.

What this helps you practise:

Analysing Christological beliefs and denominational variations in understanding

How to use it well:

Practise distinguishing between Catholic, Protestant, and Orthodox perspectives to demonstrate the breadth of understanding IB examiners reward.

Prompt 3: Salvation and Atonement

Copy this prompt into your AI tool:

Test me on the following: Explain two different Christian understandings of salvation and atonement. Then test whether I can evaluate which understanding has a greater impact on how believers live their daily lives, supporting my argument with specific examples. Then ask me to evaluate how this connects to the sanctity of life debate. Include a question about how Quaker practitioners might respond differently. Students

aiming for greater depth should extend their analysis to include historical development of these doctrines and evaluate how context shapes theological interpretation, drawing on primary textual evidence from scripture and theological writings.

What this helps you practise:

Comparing soteriological perspectives and evaluating their practical implications

How to use it well:

Connect theological concepts to lived experience — IB examiners reward responses that show how beliefs translate into action.

Prompt 4: Christian Worship and Sacraments

Copy this prompt into your AI tool:

Offer me with two Christian worship practices — one liturgical and one non-liturgical — and ask me to explain the significance of each for the worshipping community. Then challenge me to analyse why worship practices vary so significantly across Christian denominations. Require me to support my answer with specific reference to the Book of Acts. Include a question about how Catholic practitioners might respond differently. Link this to a TOK knowledge question: To what extent can religious experience serve as a valid basis for knowledge claims about the divine?

What this helps you practise:

Explaining worship diversity and analysing the factors that shape liturgical differences

How to use it well:

Link worship styles to underlying theological beliefs about the nature of the church, authority, and the role of tradition. This also strengthens your TOK essay preparation.

Prompt 5: The Bible as Sacred Text

Copy this prompt into your AI tool:

Quiz me on the following: Explain different Christian approaches to biblical interpretation, such as literalist, liberal, and contextual approaches. Then test whether I can evaluate the strengths and limitations of each approach for understanding Christian belief and practice today. Ask me to contrast the perspectives of Quaker and Catholic traditions on this issue.

What this helps you practise:

Comparing hermeneutical approaches and evaluating their implications for contemporary faith

How to use it well:

Use specific biblical passages as examples to illustrate how different interpretive approaches lead to different conclusions.

Prompt 6: Christian Ethics and Moral Teaching

Copy this prompt into your AI tool:

Supply a contemporary ethical issue and ask me to explain how Christian moral teaching would address it. Then challenge me to analyse whether different Christian denominations would reach the same ethical conclusion, and why or why not. Then ask me to evaluate how this connects to liberation theology. Include a question about how Eastern Orthodox practitioners might respond differently.

What this helps you practise:

Applying Christian ethics to contemporary issues and analysing denominational divergence

How to use it well:

Demonstrate that Christian ethics is not monolithic — showing awareness of diversity within Christianity is essential for upper markbands.

Prompt 7: Christianity and Modernity

Copy this prompt into your AI tool:

Challenge me to analyse how Christianity has responded to the challenges of secularism and modernity in the twenty-first century. Then test whether I can evaluate whether adaptation to modern culture strengthens or weakens the Christian tradition. Require me to support my answer with specific reference to the Nicene Creed. Include a question about how Pentecostal practitioners might respond differently.

What this helps you practise:

Analysing Christianity's engagement with modernity and evaluating adaptive strategies

How to use it well:

Consider both conservative and progressive responses to modernity — presenting multiple perspectives is key to balanced IB analysis.

Prompt 8: Key Christian Festivals

Copy this prompt into your AI tool:

Ask me to explain the religious significance of two major Christian festivals, such as Easter and Christmas. Then challenge me to analyse how the celebration of these festivals reflects core Christian beliefs and how their observance varies across cultures. Ask me to contrast the perspectives of Eastern Orthodox and Pentecostal traditions on this issue.

What this helps you practise:

Explaining festival significance and analysing cultural variation in religious observance

How to use it well:

Go beyond describing what happens during festivals — focus on why these celebrations matter theologically and what they reveal about belief.

Prompt 9: Prayer and Spiritual Life

Copy this prompt into your AI tool:

Quiz me on different forms of Christian prayer, including contemplative, intercessory, and charismatic prayer. Ask me to explain the purpose of each form and then test whether I can analyse what these different prayer practices reveal about varying understandings of the relationship between humans and God. Require me to draw on at least two specific textual or doctrinal references to support my analysis.

What this helps you practise:

Comparing prayer forms and analysing their theological significance

How to use it well:

Connect prayer practices to broader theological themes such as grace, free will, and the immanence or transcendence of God.

Prompt 10: Denominational Diversity in Christianity

Copy this prompt into your AI tool:

You are an IB examiner. Compare the beliefs and practices of two Christian denominations on a specific topic, such as the role of the clergy, the nature of the Eucharist, or the authority of the Pope. Then challenge me to evaluate whether these differences are matters of fundamental disagreement or variations within a shared tradition.

What this helps you practise:

Comparing denominational positions and evaluating the depth of intra-Christian diversity

How to use it well:

This directly prepares for Paper 2 comparative questions — practise structuring your comparison thematically rather than treating each denomination separately.

Prompt 11: Christianity and Social Justice

Copy this prompt into your AI tool:

Provide a social justice issue such as poverty, inequality, or migration and ask me to analyse how Christian theology informs responses to this issue. Then test whether I can evaluate the effectiveness of Christian organisations in addressing social justice compared to secular approaches. Then ask me to evaluate how this connects to the ethics of just war. Include a question about how Catholic practitioners might respond differently.

What this helps you practise:

Analysing theological foundations of social action and evaluating religious versus secular approaches

How to use it well:

Reference specific Christian teachings such as liberation theology or Catholic Social Teaching to add depth and specificity to your analysis.

Section 2

Beliefs and Practices of Islam

This section covers the core beliefs and practices of Islam, including the Five Pillars, the Six Articles of Faith, the significance of the Quran and Hadith, and the role of the Prophet Muhammad. Students must understand how these foundations shape Muslim life, worship, and community.

IB World Religions requires students to engage with the diversity within Islam, including Sunni and Shia perspectives, Sufi traditions, and the varied ways in which Islamic principles are interpreted and practised across different cultural contexts worldwide.

The prompts below develop from foundational knowledge of Islamic belief through to critical analysis of how Islamic principles are applied in contemporary contexts, building the analytical and evaluative skills needed for strong IB examination performance.

Prompt 12: The Five Pillars of Islam

Copy this prompt into your AI tool:

Give me an IB-style question about the following: Explain each of the Five Pillars of Islam and their significance for Muslim life. Then challenge me to analyse which Pillar has the greatest impact on building a sense of community (ummah) among Muslims, justifying my choice with specific reasoning. Then ask me to evaluate how a scholar from a different religious tradition might critique or affirm this position.

What this helps you practise:

Explaining the Five Pillars and evaluating their relative communal significance

How to use it well:

Avoid purely descriptive responses — practise explaining the spiritual and social purpose behind each Pillar for deeper analysis.

Prompt 13: Tawhid and the Nature of God

Copy this prompt into your AI tool:

Set me a challenge: Explain the concept of tawhid (the oneness of God) in Islam and why it is considered the most fundamental belief. Then test whether I can analyse how tawhid shapes Muslim attitudes toward worship, idolatry, and the relationship between God and humanity. Challenge me to distinguish between the official doctrinal position and how ordinary practitioners understand this concept in daily life.

What this helps you practise:

Explaining tawhid and analysing its pervasive influence on Islamic belief and practice

How to use it well:

Connect tawhid to specific practices such as the prohibition of images in mosques — this shows how theology shapes lived religion.

Prompt 14: The Quran as Sacred Text

Copy this prompt into your AI tool:

Pose a question about the status of the Quran in Islam and ask me to explain why Muslims regard it as the literal word of God. Then challenge me to analyse how this understanding of the Quran differs from Christian or Jewish understandings of their own sacred texts. Ask me to analyse whether this concept has evolved over historical periods and what factors drove any changes. At a higher level of

analysis, also evaluate how scholarly perspectives from Ninian Smart's dimensional model illuminate this comparison.

What this helps you practise:

Explaining Quranic authority and drawing informed comparisons with other scriptural traditions

How to use it well:

This comparison-style question prepares directly for Paper 2 — practise identifying both similarities and differences in how religions treat sacred texts.

Prompt 15: The Role of the Prophet Muhammad

Copy this prompt into your AI tool:

Ask me to explain the significance of the Prophet Muhammad in Islam, including his role as the final prophet and the importance of his example (Sunnah). Then test whether I can analyse how the Hadith literature shapes Islamic law and daily practice. Require me to support my answer with specific reference to the Hadith collections of Bukhari. Include a question about how Ahmadiyya practitioners might respond differently. Connect this to TOK by evaluating how faith and reason function as different ways of knowing within Islamic theology, and whether they can conflict.

What this helps you practise:

Explaining prophetic significance and analysing the relationship between Sunnah and Islamic practice

How to use it well:

Be sensitive and accurate when discussing the Prophet — IB examiners expect respectful and informed engagement with religious figures. This also strengthens your TOK essay preparation.

Prompt 16: Sunni and Shia Islam

Copy this prompt into your AI tool:

*Construct me with a question about the following:
Explain the historical origins and key theological differences between Sunni and Shia Islam. Then challenge me to evaluate whether the differences between Sunni and Shia Muslims are primarily theological, political, or cultural in nature. Ask me to contrast the perspectives of Sufi and Ahmadiyya traditions on this issue.*

What this helps you practise:

Comparing Sunni and Shia perspectives and evaluating the nature of their divergence

How to use it well:

Avoid oversimplifying the Sunni-Shia divide — demonstrate awareness that significant diversity exists within each branch.

Prompt 17: Islamic Worship and Ritual

Copy this prompt into your AI tool:

You are an IB examiner. Present me with questions about the practice of salah (daily prayer) and ask me to explain its significance, including the physical movements, timing, and spiritual purpose. Then test whether I can analyse how salah reinforces key Islamic beliefs such as submission to God and equality before Allah.

What this helps you practise:

Explaining salah in detail and analysing its theological and communal functions

How to use it well:

Include specific details about wudu, qibla direction, and the content of prayers to demonstrate thorough knowledge.

Prompt 18: Hajj and Pilgrimage

Copy this prompt into your AI tool:

Test whether I can Describe the main rituals of Hajj and explain the spiritual significance of each. Then

challenge me to evaluate the extent to which Hajj achieves its goal of uniting the global Muslim community, considering both its unifying power and practical limitations. Then ask me to evaluate how this connects to jihad as inner struggle versus military action. Include a question about how Shia practitioners might respond differently.

What this helps you practise:

Describing Hajj rituals and critically evaluating their communal and spiritual impact

How to use it well:

Connect each ritual to specific Quranic narratives or Islamic principles — this theological grounding strengthens analytical responses.

Prompt 19: Islamic Ethics and Sharia

Copy this prompt into your AI tool:

Quiz me: Explain the sources of Islamic ethics, including the Quran, Hadith, ijma, and qiyas. Then present a contemporary ethical dilemma and test whether I can analyse how Islamic scholars might approach it, considering the role of ijtihad (independent reasoning). Require me to support my answer with specific reference to Surah Al-Fatiha. Include a question about how Sufi practitioners might respond differently.

What this helps you practise:

Explaining Islamic ethical sources and applying them to contemporary moral questions

How to use it well:

Demonstrate understanding that Islamic ethics involves interpretation and scholarly reasoning, not simply rigid rule-following.

Prompt 20: Sufism and Mystical Islam

Copy this prompt into your AI tool:

Ask me to explain the key features of Sufism, including concepts such as dhikr, the murshid-murid relationship, and the quest for closeness to God. Then challenge me to analyse how Sufism relates to mainstream Sunni and Shia Islam and whether it represents a distinct tradition or an inner dimension of Islam.

What this helps you practise:

Explaining Sufi practices and analysing Sufism's relationship to mainstream Islamic traditions

How to use it well:

Avoid presenting Sufism as separate from Islam — explore how Sufis understand their practice as deepening rather than departing from Islamic tradition.

Prompt 21: Islam and Contemporary Issues

Copy this prompt into your AI tool:

Prepare a contemporary issue such as the role of women in Islam, interfaith dialogue, or Islam and democracy. Ask me to analyse how Islamic teachings inform Muslim responses to this issue and evaluate whether a single 'Islamic position' exists or whether diversity of interpretation is more accurate. Then test whether I can compare this with an analogous concept in a different religious tradition, identifying both parallels and fundamental differences.

What this helps you practise:

Analysing Islamic responses to contemporary issues and evaluating interpretive diversity

How to use it well:

Avoid monolithic portrayals of Islam — IB examiners reward nuanced responses that acknowledge the diversity of Muslim thought and practice.

Prompt 22: Islamic Art and Architecture

Copy this prompt into your AI tool:

Challenge me: Explain how Islamic beliefs about God and creation influence Islamic art and mosque architecture. Then test whether I can analyse the theological reasons behind the emphasis on calligraphy, geometric patterns, and the avoidance of figurative representation in Islamic sacred spaces. Ask me to contrast the perspectives of Shia and Sufi traditions on this issue.

What this helps you practise:

Connecting Islamic aesthetics to theological principles and analysing their significance

How to use it well:

Use specific examples of mosques or artistic traditions to ground your analysis in concrete evidence rather than abstract generalisation.

Section 3

Beliefs and Practices of Buddhism

This section focuses on Buddhism as one of the religions students may study in depth for IB World Religions. Core topics include the Four Noble Truths, the Eightfold Path, the Three Marks of Existence, meditation practices, and the goal of nibbana (nirvana). Students may also study Hinduism or Judaism in place of Buddhism — the analytical approaches demonstrated here are transferable.

IB assessment requires students to understand the diversity within Buddhism, including Theravada, Mahayana, and Vajrayana traditions, and to analyse how Buddhist teachings are interpreted and practised differently across cultural contexts from Southeast Asia to the West.

The prompts below build from explaining foundational Buddhist teachings through to evaluating their contemporary relevance and analysing the diversity of Buddhist practice — developing the critical skills needed for IB Papers 1 and 2.

Prompt 23: The Four Noble Truths

Copy this prompt into your AI tool:

You are an IB examiner — Explain each of the Four Noble Truths and their relationship to one another.

Then challenge me to analyse why the Buddha presented his teaching in this specific sequence and what this reveals about the Buddhist approach to understanding human existence. Require me to support my response with reference to a specific historical example or contemporary case study.

What this helps you practise:

Explaining the Four Noble Truths and analysing their logical structure and purpose

How to use it well:

Emphasise the interconnection between the Truths rather than treating them as separate doctrines — this demonstrates deeper understanding.

Prompt 24: The Eightfold Path

Copy this prompt into your AI tool:

Put forward the three categories of the Noble Eightfold Path — wisdom, ethical conduct, and mental discipline — and ask me to explain how specific elements within each category contribute to the cessation of suffering. Then test whether I can analyse whether any one category is more important than the others.

What this helps you practise:

Explaining the Eightfold Path's structure and evaluating the relative importance of its components

How to use it well:

Discuss how the path is meant to be practised holistically — arguing for the primacy of one category demonstrates critical engagement.

Prompt 25: The Three Marks of Existence

Copy this prompt into your AI tool:

Give me a Paper-style question: Explain the Three Marks of Existence — anicca (impermanence), dukkha (suffering), and anatta (no-self). Then challenge me to analyse how understanding these concepts is intended to lead a practitioner toward liberation. Then ask me to evaluate how this connects to engaged Buddhism and social justice. Include a question about how Mahayana practitioners might respond differently.

What this helps you practise:

Explaining the Three Marks and analysing their soteriological function

How to use it well:

Connect each Mark to practical Buddhist advice about how to live — this shows how philosophy translates into spiritual practice.

Prompt 26: Meditation Practices

Copy this prompt into your AI tool:

Test me on two forms of Buddhist meditation, such as samatha (calming) and vipassana (insight) meditation. Ask me to explain the purpose and technique of each, and then challenge me to analyse how meditation practices differ between Theravada and Zen Buddhist traditions. Require me to support my answer with specific reference to the Lotus Sutra. Include a question about how Zen practitioners might respond differently.

What this helps you practise:

Comparing meditation forms and analysing tradition-specific variations in practice

How to use it well:

Include specific details about posture, focus, and intended outcomes to demonstrate thorough understanding of meditative practice.

Prompt 27: Theravada and Mahayana Buddhism

Copy this prompt into your AI tool:

Ask me to compare key beliefs and practices in Theravada and Mahayana Buddhism, such as the role of the arhat versus the bodhisattva ideal. Then challenge me to evaluate whether these represent fundamentally different interpretations of the Buddha's teaching or variations within a shared tradition. Ask me to evaluate the extent to which

cultural context shapes the interpretation of this religious teaching across different communities.

What this helps you practise:

Comparing major Buddhist traditions and evaluating the depth of doctrinal divergence

How to use it well:

Structure your comparison around specific themes rather than listing features of each tradition separately — this produces more analytical responses.

Prompt 28: The Sangha and Monastic Life

Copy this prompt into your AI tool:

Set me a task: Explain the role of the sangha (monastic community) in Buddhism and the relationship between monks or nuns and the lay community. Then test whether I can analyse how the function of the sangha has changed as Buddhism has spread to Western cultures. Incorporate a TOK perspective: Discuss whether meditation constitutes a legitimate way of knowing, and how Buddhist epistemology challenges Western assumptions about empirical evidence.

What this helps you practise:

Explaining monastic roles and analysing how Buddhist institutions adapt to new cultural contexts

How to use it well:

Consider both traditional and contemporary expressions of sangha — lay Buddhist communities and online sanghas are relevant modern examples. This also strengthens your TOK essay preparation.

Prompt 29: Buddhist Ethics: The Five Precepts

Copy this prompt into your AI tool:

Introduce the Five Precepts of Buddhism and ask me to explain how each guides ethical behaviour. Then challenge me to analyse how Buddhist ethics

compares to rule-based ethical systems such as the Ten Commandments in Christianity. Ask me to contrast the perspectives of Mahayana and Zen traditions on this issue.

What this helps you practise:

Explaining Buddhist ethical principles and drawing comparative ethical analysis across traditions

How to use it well:

Note that the Precepts are undertaken voluntarily, not commanded — this distinction is important for accurate comparative analysis.

Prompt 30: Karma, Rebirth, and Dependent Origination

Copy this prompt into your AI tool:

Test me: me with the following: Explain the Buddhist understanding of karma and rebirth, distinguishing it from Hindu concepts. Then test whether I can analyse how the doctrine of dependent origination (pratityasamutpada) provides the philosophical basis for the Buddhist understanding of karma. Then ask me to evaluate how this connects to engaged Buddhism and social justice. Include a question about how Pure Land practitioners might respond differently.

What this helps you practise:

Explaining karma within a Buddhist framework and analysing its philosophical foundations

How to use it well:

Avoid conflating Buddhist and Hindu understandings of karma — precision in distinguishing religious concepts demonstrates strong subject knowledge.

Prompt 31: Buddhist Sacred Texts

Copy this prompt into your AI tool:

Quiz me: me on the following: Explain the structure and significance of the Pali Canon (Tipitaka) for

Theravada Buddhists. Then challenge me to analyse whether sacred texts play the same role in Buddhism as they do in religions such as Christianity or Islam.

Require me to support my answer with specific reference to the Heart Sutra. Include a question about how Theravada practitioners might respond differently.

What this helps you practise:

Explaining Buddhist textual traditions and analysing the role of scripture across religious traditions

How to use it well:

Consider the Buddha's own instruction to test teachings against experience — this pragmatic approach to scripture is distinctive and worth analysing.

Prompt 32: Buddhism and Contemporary Life

Copy this prompt into your AI tool:

Outline a contemporary social or ethical issue, such as environmental sustainability or mental health, and ask me to analyse how Buddhist teachings might inform a response. Then test whether I can evaluate the relevance of Buddhist philosophy for addressing modern global challenges. Ask me to contrast the perspectives of Pure Land and Theravada traditions on this issue.

What this helps you practise:

Applying Buddhist principles to contemporary issues and evaluating their practical relevance

How to use it well:

Reference specific Buddhist concepts such as interdependence or mindfulness and explain how they connect to the issue rather than making vague claims.

Prompt 33: Engaged Buddhism

Copy this prompt into your AI tool:

Assess my ability to outline and analyse the concept of Engaged Buddhism as developed by figures such as Thich Nhat Hanh. Then challenge me to evaluate whether political and social activism is consistent with traditional Buddhist teachings about detachment and non-attachment. Then ask me to evaluate how this connects to engaged Buddhism and social justice. Include a question about how Zen practitioners might respond differently.

What this helps you practise:

Explaining Engaged Buddhism and evaluating the tension between activism and traditional practice

How to use it well:

This question tests your ability to hold competing interpretations in tension — a key skill for achieving upper markbands in IB World Religions.

Section 4

Living Religious Traditions

This section examines how religious traditions are lived and experienced in practice, covering rituals, worship, festivals, pilgrimage, and rites of passage. IB World Religions emphasises that religion is not merely a set of abstract beliefs but a living reality that shapes the daily lives, communities, and identities of practitioners.

Students must demonstrate understanding of how religious practices vary across cultures and denominations, and how traditions adapt while maintaining continuity with their foundational beliefs. The relationship between orthodoxy (correct belief) and orthopraxy (correct practice) is a key analytical theme.

The prompts below develop the ability to describe religious practices accurately, analyse their significance for believers, and evaluate how living traditions negotiate the tensions between continuity and change in diverse cultural contexts.

Prompt 34: Ritual and Its Function

Copy this prompt into your AI tool:

Quiz me on the following: Define what constitutes a religious ritual and explain the functions that rituals serve for individuals and communities. Then present a specific ritual from any religion and test whether I can analyse how it reinforces the community's core beliefs and values. Challenge me to discuss how modern scholarship has reinterpreted or challenged traditional understandings of this concept.

What this helps you practise:

Defining ritual and analysing its role in expressing and reinforcing religious belief

How to use it well:

Move beyond description — explain what the ritual does for participants psychologically, spiritually, and socially.

Prompt 35: Worship Across Traditions

Copy this prompt into your AI tool:

Give me an IB-style question comparing two worship practices from different religious traditions. Ask me to compare their structure, purpose, and theological significance. Then challenge me to analyse what the differences reveal about each religion's understanding of the relationship between humans and the divine. Require me to support my answer with specific reference to the Upanishads. Include a question about how Advaita Vedanta practitioners might respond differently. For greater depth, extend your comparison to include scholarly perspectives on the phenomenology of worship and evaluate whether worship serves primarily a communal or individual function, supporting your argument with evidence from at least two academic sources.

What this helps you practise:

Comparing worship across traditions and analysing theological implications of liturgical difference

How to use it well:

Focus on what similarities and differences tell us about each religion's worldview — this analytical layer transforms description into genuine insight.

Prompt 36: Religious Festivals and Commemoration

Copy this prompt into your AI tool:

Challenge me to explain the significance of a major religious festival, such as Diwali, Eid al-Fitr, or Passover. Then test whether I can analyse how the celebration of this festival connects believers to their sacred history and strengthens communal identity. Ask me to contrast the perspectives of Shaktism and Advaita Vedanta traditions on this issue.

What this helps you practise:

Explaining festival significance and analysing the relationship between celebration, memory, and identity

How to use it well:

Include specific details about how the festival is celebrated — food, prayers, rituals — and explain the symbolic meaning behind each element.

Prompt 37: Rites of Passage

Copy this prompt into your AI tool:

Frame a rite of passage from a religious tradition, such as baptism, bar/bat mitzvah, or a Hindu naming ceremony. Ask me to explain its significance and then analyse the role that rites of passage play in marking transitions within the religious community.

Then ask me to evaluate how this connects to ahimsa and vegetarianism. Include a question about how Vaishnavism practitioners might respond differently.

What this helps you practise:

Explaining rites of passage and analysing their function in religious identity formation

How to use it well:

Apply Van Gennep's three-stage model of rites of passage (separation, transition, incorporation) to deepen your analysis.

Prompt 38: Pilgrimage

Copy this prompt into your AI tool:

You are an IB examiner. Compare pilgrimage practices in two different religions, such as Hajj in Islam and pilgrimage to Varanasi in Hinduism. Then challenge me to analyse the common elements and distinctive features of pilgrimage across traditions and evaluate its spiritual significance for practitioners. Require me to draw on at least two specific textual or doctrinal references to support my analysis. For HL depth, extend your analysis to include primary source evidence and the hermeneutical challenges of interpreting sacred texts across traditions.

What this helps you practise:

Comparing pilgrimage traditions and evaluating the universal and particular elements of sacred journeying

How to use it well:

Consider both the physical journey and its spiritual symbolism — IB examiners reward responses that explore pilgrimage on multiple levels.

Prompt 39: Sacred Spaces and Architecture

Copy this prompt into your AI tool:

Raise me with two sacred spaces from different religions and challenge me to analyse how their design reflects the theological beliefs of the tradition. Then test whether I can evaluate whether sacred space is essential to religious practice or whether religion can be fully practised without dedicated physical spaces. Then ask me to evaluate how a scholar from a different religious tradition might critique or affirm this position.

What this helps you practise:

Analysing the relationship between sacred architecture and theology, evaluating the necessity of sacred space

How to use it well:

Consider how modern and virtual worship challenges traditional ideas about sacred space — this contemporary angle adds depth to your evaluation.

Prompt 40: Food, Fasting, and Dietary Laws

Copy this prompt into your AI tool:

Evaluate whether I can describe and justify the religious significance of dietary laws or fasting practices in at least two traditions, such as kosher laws in Judaism and Ramadan fasting in Islam. Then challenge me to analyse what dietary practices reveal about a religion's understanding of the body, discipline, and holiness.

What this helps you practise:

Explaining dietary practices and analysing their theological and spiritual significance across traditions

How to use it well:

Go beyond listing rules — explain the spiritual reasoning behind dietary laws and how they shape daily religious identity.

Prompt 41: Music, Chant, and Religious Expression

Copy this prompt into your AI tool:

Show examples of religious music or chant from at least two traditions and ask me to analyse the role of music in worship. Then test whether I can evaluate whether music enhances or distracts from the central purpose of worship, considering different religious perspectives on this question. Address the TOK dimension: Evaluate whether religious knowledge systems and scientific knowledge systems offer competing or complementary explanations of human existence and purpose.

What this helps you practise:

Analysing the role of music in worship and evaluating diverse religious attitudes toward artistic expression

How to use it well:

Note that some traditions embrace music while others restrict it — exploring this diversity demonstrates the comparative skills IB examiners reward. This also strengthens your TOK essay preparation.

Prompt 42: Religious Clothing and Symbols

Copy this prompt into your AI tool:

Give me an IB-style question about the following: Explain the significance of religious clothing or symbols in at least two traditions, such as the hijab in Islam, the kippah in Judaism, or monastic robes in Buddhism. Then challenge me to analyse whether external religious markers strengthen or complicate religious identity in secular societies.

What this helps you practise:

Explaining religious symbolism and evaluating its role in identity negotiation in secular contexts

How to use it well:

Connect this to broader debates about religious freedom and secularism — this demonstrates the analytical engagement IB assessment demands.

Prompt 43: Tradition and Change

Copy this prompt into your AI tool:

Present a case where a religious community is debating whether to adapt a traditional practice to modern circumstances. Ask me to analyse the arguments on both sides and evaluate whether adaptation represents a natural evolution of tradition or a betrayal of its essential character. Require me to support my answer with specific

reference to the Laws of Manu. Include a question about how Shaktism practitioners might respond differently.

What this helps you practise:

Analysing the continuity-change tension within living traditions and evaluating adaptive strategies

How to use it well:

This is a core theme in IB World Religions — practise presenting both conservative and progressive perspectives with equal seriousness and empathy.

Prompt 44: Death, Afterlife, and Funerary Practices

Copy this prompt into your AI tool:

Set me a challenge: Compare beliefs about death and the afterlife in two different religious traditions. Then test whether I can analyse how these beliefs shape funerary rituals and evaluate the extent to which afterlife beliefs influence how adherents live their present lives. Ask me to contrast the perspectives of Vaishnavism and Shaktism traditions on this issue.

What this helps you practise:

Comparing afterlife beliefs and evaluating their impact on practice and daily living

How to use it well:

Connect eschatological beliefs to ethical behaviour — many religions use afterlife concepts to motivate moral conduct in the present.

Section 5

Religious Identity and Diversity

This section explores how individuals and communities construct, maintain, and negotiate their religious identities in diverse and pluralistic societies. IB World Religions requires students to understand the factors that shape religious identity, including family, community, culture, conversion, and personal experience.

Students must also engage with the challenges of religious diversity, including questions about exclusivism, inclusivism, and pluralism, as well as the tensions that arise when religious identity intersects with national, ethnic, or political identity.

The prompts below develop the ability to analyse the formation of religious identity, evaluate the challenges and opportunities of religious diversity, and construct nuanced arguments about how religions relate to one another in pluralistic societies.

Prompt 45: Formation of Religious Identity

Copy this prompt into your AI tool:

*Present me with a question about the following:
Explain the factors that shape an individual's religious identity, including upbringing, culture, community, and personal experience. Then challenge me to analyse which factor is most influential and whether religious identity is primarily inherited or chosen. Then ask me to evaluate how this connects to secularism versus religious authority.*

What this helps you practise:

Analysing the formation of religious identity and evaluating the relative influence of different factors

How to use it well:

Consider examples from different cultural contexts — religious identity formation varies significantly between monocultural and multicultural societies.

Prompt 46: Conversion and Religious Change

Copy this prompt into your AI tool:

Test me: a scenario involving religious conversion and ask me to analyse the factors that might lead someone to change their religion. Then test whether I can evaluate the ethical questions surrounding proselytisation and missionary activity. Then ask me to evaluate how this connects to the role of religion in peacebuilding.

What this helps you practise:

Analysing conversion motivations and evaluating the ethics of religious persuasion

How to use it well:

Consider both the convert's perspective and the receiving community's perspective for a balanced analysis.

Prompt 47: Exclusivism, Inclusivism, and Pluralism

Copy this prompt into your AI tool:

Ask me to define and distinguish between exclusivism, inclusivism, and pluralism as approaches to religious diversity. Then challenge me to evaluate which approach is most conducive to peaceful coexistence in a pluralistic society, supporting my argument with specific reasoning. Then ask me to evaluate how this connects to interfaith dialogue on human rights. Examine this through a TOK lens: To what extent can language

capture the meaning of sacred concepts when translating between religious traditions, and what is lost in translation? For extended essay depth, critically assess the work of scholars such as John Hick and Karl Rahner, and evaluate whether their frameworks adequately account for the diversity of religious experience in contemporary pluralistic societies.

What this helps you practise:

Defining interfaith approaches and evaluating their implications for social harmony

How to use it well:

Practise identifying examples of each approach within specific religious traditions — this grounds abstract concepts in real-world evidence. This also strengthens your TOK essay preparation.

Prompt 48: Interfaith Dialogue

Copy this prompt into your AI tool:

Test whether I can Explain the aims and methods of interfaith dialogue. Then present a specific interfaith initiative and test whether I can analyse its effectiveness and evaluate the challenges that interfaith dialogue faces in practice. Then ask me to evaluate how this connects to religion and bioethics.

Challenge me to distinguish between the official doctrinal position and how ordinary practitioners understand this concept in daily life.

What this helps you practise:

Explaining interfaith dialogue and critically evaluating its achievements and limitations

How to use it well:

Discuss both theological and practical challenges — power imbalances, theological non-negotiables, and genuine points of convergence.

Prompt 49: Religion and National Identity

Copy this prompt into your AI tool:

Present a case where religious identity is closely intertwined with national or ethnic identity. Ask me to analyse the relationship between religion and nationalism and evaluate whether this connection strengthens or distorts religious tradition. Then ask me to evaluate how this connects to secularism versus religious authority. Ask me to analyse whether this concept has evolved over historical periods and what factors drove any changes.

What this helps you practise:

Analysing the religion-nationalism nexus and evaluating its impact on religious integrity

How to use it well:

Consider both positive and negative consequences — religion can provide national cohesion but can also be co-opted for political purposes.

Prompt 50: Secularism and Religious Identity

Copy this prompt into your AI tool:

Quiz me: Explain the concept of secularism and its implications for religious practice in public life. Then challenge me to evaluate whether secularism protects religious freedom by creating a neutral public space or undermines it by marginalising religious voices. Then ask me to evaluate how this connects to the role of religion in peacebuilding.

What this helps you practise:

Explaining secularism and evaluating its relationship to religious freedom and expression

How to use it well:

Distinguish between different forms of secularism — French laicite and American-style separation of church and state produce very different outcomes.

Prompt 51: Religious Fundamentalism

Copy this prompt into your AI tool:

Challenge me: Explain what is meant by religious fundamentalism and identify its key characteristics across different traditions. Then test whether I can analyse the factors that give rise to fundamentalist movements and evaluate whether fundamentalism is a modern phenomenon or a return to authentic tradition. Then test whether I can compare this with an analogous concept in a different religious tradition, identifying both parallels and fundamental differences.

What this helps you practise:

Defining fundamentalism and analysing its causes and relationship to tradition and modernity

How to use it well:

Avoid treating fundamentalism as inherently negative — analyse it as a complex response to modernity with genuine theological motivations.

Prompt 52: Gender and Religious Identity

Copy this prompt into your AI tool:

Present the question of gender roles within a religious tradition and ask me to analyse how religious teachings shape understandings of gender. Then challenge me to evaluate whether feminist critiques of religion are compatible with maintaining authentic religious identity. Then ask me to evaluate how this connects to interfaith dialogue on human rights.

What this helps you practise:

Analysing gendered dimensions of religious identity and evaluating feminist engagement with tradition

How to use it well:

Include internal religious feminist voices — scholars and practitioners who argue for gender equality from within their traditions.

Prompt 53: Youth and Religious Identity

Copy this prompt into your AI tool:

Ask me to analyse the challenges young people face in maintaining religious identity in contemporary secular societies. Then test whether I can evaluate the strategies religious communities use to engage younger generations and whether these strategies are effective. Then ask me to evaluate how this connects to religion and bioethics.

What this helps you practise:

Analysing youth engagement with religion and evaluating community retention strategies

How to use it well:

Consider social media, contemporary worship styles, and youth-focused programmes as examples of adaptive strategies for your analysis.

Prompt 54: Religious Minorities and Marginalisation

Copy this prompt into your AI tool:

Present a scenario involving a religious minority community and ask me to analyse the challenges it faces in maintaining its identity and practices. Then challenge me to evaluate the role of state policies in either protecting or restricting the rights of religious minorities. Then ask me to evaluate how this connects to secularism versus religious authority.

What this helps you practise:

Analysing the experiences of religious minorities and evaluating the effectiveness of protection mechanisms

How to use it well:

Use specific examples from different countries to illustrate how state-religion relationships affect minority communities differently.

Prompt 55: Multiple Religious Belonging

Copy this prompt into your AI tool:

Test my understanding: Explain the concept of multiple religious belonging — the practice of drawing on more than one religious tradition. Then test whether I can analyse whether this is a legitimate expression of spiritual seeking or a superficial approach that undermines the depth of each tradition. Require me to support my response with reference to a specific historical example or contemporary case study.

What this helps you practise:

Explaining multiple religious belonging and evaluating its authenticity and implications

How to use it well:

Consider both theological objections and the lived experience of practitioners who identify with multiple traditions for a balanced evaluation.

Section 6

Religion and Social Issues

This section examines how religious traditions engage with contemporary social and ethical issues, including human rights, environmental ethics, bioethics, war and peace, and social justice. IB World Religions requires students to analyse how religious teachings inform responses to these issues and to evaluate the impact of religious engagement on wider society.

Students must recognise that religious responses to social issues are rarely monolithic — diversity of interpretation exists within every tradition. The ability to present multiple religious perspectives on a single issue, while evaluating their coherence and practical implications, is essential for strong IB performance.

The prompts below develop the ability to connect religious teachings to social issues, compare religious and secular responses, and evaluate the effectiveness and consistency of religious engagement with the challenges of the modern world.

Prompt 56: Religion and Human Rights

Copy this prompt into your AI tool:

Give me a Paper-style question: Analyse the relationship between religious teachings and the concept of universal human rights. Then challenge me to evaluate whether religious traditions support or challenge the idea of universal human rights, considering specific examples from at least two traditions. Then ask me to evaluate how this connects to the Sabbath and work-life balance.

Include a question about how Reform practitioners might respond differently.

What this helps you practise:

Analysing the religion-human rights relationship and evaluating areas of convergence and tension

How to use it well:

Consider how religious concepts such as human dignity, the sanctity of life, and divine law both support and complicate human rights frameworks.

Prompt 57: Religion and Environmental Ethics

Copy this prompt into your AI tool:

Present the issue of environmental degradation and ask me to explain how at least two religious traditions approach environmental stewardship.

Then test whether I can evaluate whether religious environmentalism offers a distinctive contribution beyond secular approaches. Require me to support my answer with specific reference to the Talmud.

Include a question about how Conservative practitioners might respond differently.

What this helps you practise:

Comparing religious environmental ethics and evaluating their distinctive contribution

How to use it well:

Reference specific concepts such as stewardship in Christianity, khalifah in Islam, or interdependence in Buddhism for precise analysis.

Prompt 58: Religion and Bioethics

Copy this prompt into your AI tool:

Test me: a bioethical issue such as euthanasia, genetic engineering, or organ donation. Ask me to analyse how at least two religious traditions would respond to this issue and evaluate whether religious perspectives offer valuable insights that purely secular bioethics might overlook. Ask me to contrast

the perspectives of Reform and Conservative traditions on this issue. Students seeking greater analytical depth should engage with the philosophical underpinnings of each tradition's position and evaluate whether religious bioethical frameworks offer resources that secular ethics lacks, citing specific thinkers and texts.

What this helps you practise:

Applying religious ethical frameworks to bioethical dilemmas and evaluating their distinctive value

How to use it well:

Show awareness of internal debate within traditions — not all Christians or all Muslims hold the same position on bioethical issues.

Prompt 59: Religion, War, and Peace

Copy this prompt into your AI tool:

Set me a task: Explain the concepts of just war and pacifism within Christian tradition. Then challenge me to compare these with Islamic teachings on jihad and evaluate whether religious traditions are ultimately forces for peace or contribute to conflict. Then ask me to evaluate how this connects to the Sabbath and work-life balance. Include a question about how Orthodox practitioners might respond differently. At a higher level, also consider how interfaith dialogue scholars such as Hans Küng have framed this ethical question.

What this helps you practise:

Comparing religious approaches to war and peace and evaluating religion's role in conflict

How to use it well:

Define key terms precisely — jihad, for example, has multiple meanings that must be accurately represented for a fair analysis.

Prompt 60: Religion and Poverty

Copy this prompt into your AI tool:

Present the issue of global poverty and ask me to analyse how religious teachings on wealth, charity, and social responsibility address economic inequality. Then test whether I can evaluate the effectiveness of faith-based approaches to poverty alleviation compared to secular development programmes. Require me to support my answer with specific reference to Maimonides' Thirteen Principles. Include a question about how Reform practitioners might respond differently.

What this helps you practise:

Analysing religious responses to poverty and evaluating faith-based versus secular approaches

How to use it well:

Reference specific practices such as zakat, tzedakah, or Christian Aid work to ground your analysis in concrete examples.

Prompt 61: Religion and Gender Equality

Copy this prompt into your AI tool:

Ask me to analyse how at least two religious traditions approach the question of gender equality. Then challenge me to evaluate whether religious reform on gender issues is possible from within the tradition or requires external pressure. Ask me to contrast the perspectives of Orthodox and Reform traditions on this issue.

What this helps you practise:

Analysing religious gender teachings and evaluating pathways to reform

How to use it well:

Include examples of internal reformers and progressive movements within traditions to demonstrate nuanced understanding.

Prompt 62: Religion and Science

Copy this prompt into your AI tool:

Present the perceived conflict between religion and science on a specific topic such as evolution or cosmology. Ask me to analyse whether this conflict is genuine or based on misunderstanding. Then test whether I can evaluate different models for the relationship between religion and science. Ask me to evaluate the extent to which cultural context shapes the interpretation of this religious teaching across different communities.

What this helps you practise:

Analysing the religion-science relationship and evaluating conflict, independence, and dialogue models

How to use it well:

Reference scholars such as Ian Barbour or John Polkinghorne who have developed frameworks for understanding religion-science interaction.

Prompt 63: Religion and Education

Copy this prompt into your AI tool:

Test me: me with the following: Analyse the role of religious education in both faith-based and secular school settings. Then challenge me to evaluate whether religious education should be confessional (teaching faith) or non-confessional (teaching about faiths) and what the implications of each approach are for social cohesion. Challenge me to discuss how modern scholarship has reinterpreted or challenged traditional understandings of this concept.

What this helps you practise:

Analysing religious education models and evaluating their social and pedagogical implications

How to use it well:

Consider the IB World Religions course itself as an example of a non-confessional approach and reflect on its strengths and limitations.

Prompt 64: Religion and Media

Copy this prompt into your AI tool:

Quiz me: me on the following: Analyse how religious traditions are represented in contemporary media.

Then challenge me to evaluate whether media representations of religion are generally accurate and fair, or whether they perpetuate stereotypes and misunderstanding. Then ask me to evaluate how this connects to the Sabbath and work-life balance. Include a question about how Hasidic practitioners might respond differently.

What this helps you practise:

Analysing media representations of religion and evaluating their accuracy and impact

How to use it well:

Use specific media examples to support your analysis — this demonstrates the evidence-based approach IB assessment demands.

Prompt 65: Religion and Migration

Copy this prompt into your AI tool:

Present a scenario involving religious communities affected by migration. Ask me to analyse how migration transforms religious practice and identity, and evaluate whether diaspora communities preserve tradition more faithfully than communities in the religion's country of origin. Require me to support my answer with specific reference to the Mishnah. Include a question about how Orthodox practitioners might respond differently.

What this helps you practise:

Analysing the impact of migration on religious practice and evaluating diaspora religion

How to use it well:

Consider how migration creates both challenges and

opportunities for religious communities — this balanced approach is essential for IB evaluation.

Prompt 66: Religious Responses to Globalisation

Copy this prompt into your AI tool:

Quiz me on the following: Analyse how globalisation affects religious traditions, considering factors such as the global spread of religions, cultural homogenisation, and access to diverse religious ideas. Then test whether I can evaluate whether globalisation ultimately strengthens or weakens religious identity. Ask me to contrast the perspectives of Hasidic and Orthodox traditions on this issue.

What this helps you practise:

Analysing globalisation's impact on religion and evaluating its effects on identity and tradition

How to use it well:

Discuss both the opportunities globalisation creates for religion and the threats it poses — avoid a one-sided analysis.

Section 7

Textual Analysis and Sacred Writings

This section develops skills in analysing and interpreting sacred texts and religious writings. IB World Religions requires students to engage with primary source material, understanding how texts are read, interpreted, and applied within religious communities and how different interpretive traditions produce different understandings.

Students must demonstrate the ability to analyse textual passages in their historical and theological context, compare how different traditions approach the authority and interpretation of scripture, and evaluate the ongoing relevance of ancient texts for contemporary religious life.

The prompts below build from identifying key features of sacred texts through to critically evaluating interpretive methods and analysing the role of scripture in shaping belief, practice, and religious identity.

Prompt 67: Types of Sacred Text

Copy this prompt into your AI tool:

Ask me to identify and describe different types of sacred writing, such as revealed scripture, prophetic literature, wisdom literature, and legal codes. Then test whether I can explain how the type of text influences the way it is interpreted and used within a religious community. Require me to draw on at least two specific textual or doctrinal references to support my analysis.

What this helps you practise:

Classifying sacred texts by type and analysing how genre shapes interpretation and use

How to use it well:

Use specific examples from at least two religious traditions to illustrate each text type and its distinctive characteristics.

Prompt 68: Textual Authority

Copy this prompt into your AI tool:

Present two religious traditions' claims about the authority of their sacred texts and ask me to compare them. Then challenge me to analyse why some traditions regard their texts as literally divine while others view them as divinely inspired but humanly composed. Then ask me to evaluate how this connects to Sikh perspectives on martyrdom. Include a question about how Sahajdhari Sikhs practitioners might respond differently.

What this helps you practise:

Comparing models of textual authority and analysing the spectrum of approaches to scripture

How to use it well:

Avoid assuming all religions treat their texts identically — the differences in how authority is understood are analytically rich and important.

Prompt 69: Hermeneutics and Interpretation

Copy this prompt into your AI tool:

Challenge me to explain what hermeneutics means and describe at least three different approaches to interpreting sacred texts. Then test whether I can analyse how choosing a particular hermeneutical approach affects the conclusions drawn from a specific text. Require me to support my answer with specific reference to the Japji Sahib. Include a question about how Namdhari practitioners might respond differently.

What this helps you practise:

Explaining hermeneutical methods and analysing how interpretation shapes meaning

How to use it well:

Apply different methods to the same passage to demonstrate how interpretation produces different meanings — this is a powerful analytical technique.

Prompt 70: Historical-Critical Method

Copy this prompt into your AI tool:

Set me a challenge: apply the historical-critical method of textual analysis to a passage from a sacred text. Then test whether I can evaluate the strengths and limitations of this method from both an academic and a devotional perspective. Ask me to contrast the perspectives of Sahajdhari Sikhs and Namdhari traditions on this issue.

What this helps you practise:

Applying historical-critical analysis and evaluating its academic and religious value

How to use it well:

Acknowledge that scholars and believers may have different goals when reading texts — this demonstrates the nuanced perspective IB examiners value.

Prompt 71: Oral Tradition and Written Scripture

Copy this prompt into your AI tool:

Challenge me to demonstrate my knowledge: Analyse the relationship between oral tradition and written scripture in at least one religious tradition. Then test whether I can evaluate how the transition from oral to written transmission may have changed the nature and authority of religious teaching. Then ask me to evaluate how a scholar from a different

religious tradition might critique or affirm this position.

What this helps you practise:

Analysing the oral-written transition and evaluating its impact on religious authority

How to use it well:

Consider how traditions such as the Hadith in Islam or the oral Torah in Judaism illustrate the complex relationship between spoken and written authority.

Prompt 72: Sacred Text and Ethical Guidance

Copy this prompt into your AI tool:

Present a moral question and ask me to find guidance from the sacred texts of two different traditions. Then challenge me to analyse whether sacred texts provide clear ethical answers or require interpretation and contextualisation to address modern issues. Then ask me to evaluate how this connects to Sikh perspectives on martyrdom. Include a question about how Sahajdhari Sikhs practitioners might respond differently.

What this helps you practise:

Extracting ethical guidance from sacred texts and analysing the interpretation required for contemporary application

How to use it well:

Show that ethical reading of texts is never straightforward — the need for interpretation is itself an important analytical point.

Prompt 73: Commentary Traditions

Copy this prompt into your AI tool:

Give me an IB-style question about the following: Explain the role of commentary traditions in at least one religion, such as the Talmud in Judaism, tafsir in Islam, or patristic writings in Christianity. Then test whether I can analyse how commentary traditions

shape and sometimes transform the meaning of the original sacred text.

What this helps you practise:

Explaining commentary traditions and analysing their interpretive influence on sacred texts

How to use it well:

Demonstrate that sacred texts do not exist in isolation — they are always read through layers of tradition and interpretation.

Prompt 74: Sacred Text in Worship

Copy this prompt into your AI tool:

Quiz me on how sacred texts are used in worship in at least two religious traditions. Ask me to analyse the significance of liturgical reading. Then challenge me to evaluate whether the devotional use of texts differs fundamentally from academic study of the same texts. Challenge me to distinguish between the official doctrinal position and how ordinary practitioners understand this concept in daily life.

What this helps you practise:

Analysing liturgical use of texts and evaluating the relationship between devotional and academic reading

How to use it well:

Consider how the context of reading — in a mosque, synagogue, church, or university — changes the way a text is understood and experienced.

Prompt 75: Translation and Sacred Language

Copy this prompt into your AI tool:

Ask me to analyse the significance of sacred languages such as Arabic for the Quran, Sanskrit for Hindu texts, or Hebrew for the Torah. Then test whether I can evaluate the implications of translating sacred texts — does translation make

texts more accessible at the cost of losing sacred meaning?

What this helps you practise:

Analysing the role of sacred languages and evaluating the gains and losses of textual translation

How to use it well:

Consider the Islamic position that the Quran in Arabic is the Quran while translations are merely interpretations — this is a strong analytical example.

Prompt 76: Textual Analysis in the IB Examination

Copy this prompt into your AI tool:

Present a short passage from a sacred text and ask me to write an IB-style textual analysis. Then provide feedback on whether I have identified the key theological themes, placed the passage in its religious context, and analysed its significance for the tradition. Require me to support my answer with specific reference to the Guru Granth Sahib. Include a question about how Namdhari practitioners might respond differently.

What this helps you practise:

Producing structured textual analysis that meets IB assessment expectations

How to use it well:

Follow a clear structure: identify, contextualise, analyse significance — this ensures comprehensive coverage in timed exam conditions.

Prompt 77: Contemporary Relevance of Sacred Texts

Copy this prompt into your AI tool:

Set me a challenge: Evaluate whether ancient sacred texts remain relevant for addressing the moral and spiritual challenges of the twenty-first century. Then challenge me to present arguments

from both those who affirm their timeless relevance and those who argue they are products of their historical context. Ask me to analyse whether this concept has evolved over historical periods and what factors drove any changes.

What this helps you practise:

Evaluating the enduring relevance of sacred texts through balanced argumentation

How to use it well:

Practise the IB 'to what extent' approach — position yourself between full endorsement and full rejection of textual relevance for a nuanced response.

Section 8

Comparative Study of Religions

This section develops the comparative analytical skills essential for Paper 2, which requires students to analyse a theme or issue across two religions. Effective comparison demands more than placing two descriptions side by side — it requires identifying genuine points of convergence and divergence and explaining why differences exist.

IB World Religions rewards students who can construct thematic comparisons, moving between traditions to analyse how different religious worldviews approach shared human questions such as suffering, salvation, community, and ethical living.

The prompts below build comparative skills progressively, from simple paired comparisons through to sophisticated thematic analysis across multiple traditions, preparing students for the integrative thinking required in Paper 2.

Prompt 78: Comparing Concepts of God

Copy this prompt into your AI tool:

Present me with a question about the following: Compare the understanding of God in two religious traditions, such as the Christian Trinity and Islamic tawhid. Then challenge me to analyse what these different understandings reveal about each religion's view of the relationship between God and humanity. Then test whether I can compare this with an analogous concept in a different religious tradition, identifying both parallels and fundamental differences.

What this helps you practise:

Comparing theological concepts and analysing their implications for divine-human relationships

How to use it well:

Avoid treating comparison as simply listing features — identify what the differences and similarities actually mean for each tradition.

Prompt 79: Comparing Approaches to Suffering

Copy this prompt into your AI tool:

Test me: the problem of suffering and ask me to compare how two religious traditions explain and respond to it. Then test whether I can evaluate which tradition offers a more compelling response to the reality of suffering, justifying my reasoning.

Then ask me to evaluate how this connects to religion and bioethics.

What this helps you practise:

Comparing theodicies and evaluating the persuasiveness of religious responses to suffering

How to use it well:

Be fair to both traditions — even if you find one more convincing, acknowledge the strengths of the other for a balanced IB evaluation.

Prompt 80: Comparing Salvation and Liberation

Copy this prompt into your AI tool:

Quiz me: whether I can Compare the concepts of salvation in Christianity with liberation (moksha or nibbana) in an Eastern tradition. Then challenge me to analyse whether these concepts are

fundamentally different or share common ground despite their different theological frameworks. Then ask me to evaluate how this connects to secularism versus religious authority. For deeper analysis, examine how phenomenological and theological methodologies differ in their approach to this topic.

What this helps you practise:

Comparing soteriological concepts across traditions and analysing underlying similarities and differences

How to use it well:

Look beyond surface differences to explore whether different traditions are addressing the same fundamental human problem in different ways.

Prompt 81: Comparing Prayer and Meditation

Copy this prompt into your AI tool:

Ask me to compare prayer in a theistic tradition with meditation in a non-theistic or partially theistic tradition. Then test whether I can analyse the different assumptions each practice makes about the nature of ultimate reality and the purpose of spiritual practice. Then ask me to evaluate how this connects to the role of religion in peacebuilding.

What this helps you practise:

Comparing contemplative practices and analysing their underlying theological presuppositions

How to use it well:

Focus on what each practice assumes about reality — does ultimate reality listen (prayer) or is it something to be realised (meditation)?

Prompt 82: Comparing Religious Law

Copy this prompt into your AI tool:

Quiz me: Compare the role of religious law in two traditions, such as Sharia in Islam and Halakha in Judaism. Then challenge me to analyse the similarities and differences in how each tradition derives, interprets, and applies its legal code. Then ask me to evaluate how this connects to interfaith dialogue on human rights.

What this helps you practise:

Comparing religious legal systems and analysing their sources, methods, and applications

How to use it well:

Highlight the role of interpretation and scholarly authority in both systems — this shows that religious law is dynamic, not static.

Prompt 83: Comparing Community and Belonging

Copy this prompt into your AI tool:

Challenge me: Compare how two religious traditions create a sense of community and belonging among their followers. Then test whether I can analyse the role of shared practices, beliefs, and rituals in constructing and maintaining religious community. Then ask me to evaluate how this connects to religion and bioethics. Require me to support my response with reference to a specific historical example or contemporary case study.

What this helps you practise:

Comparing communal structures and analysing the mechanisms of religious belonging

How to use it well:

Consider both formal structures (church, mosque, sangha) and informal practices (shared meals, festivals) in your comparison.

Prompt 84: Comparing Responses to Modernity

Copy this prompt into your AI tool:

Examine my grasp of the following: Compare how two religious traditions have responded to the challenges of modernity, such as secularism, pluralism, and scientific knowledge. Then challenge me to evaluate which tradition has adapted more successfully while maintaining its core identity. Then ask me to evaluate how this connects to secularism versus religious authority.

What this helps you practise:

Comparing adaptive strategies and evaluating the success of modernisation across traditions

How to use it well:

Define what 'successful adaptation' means before evaluating — this shows the critical thinking IB examiners expect.

Prompt 85: Thematic Comparison: The Role of Women

Copy this prompt into your AI tool:

Ask me to compare the roles and status of women in two religious traditions, examining both traditional teachings and contemporary developments. Then test whether I can evaluate whether progress toward gender equality has been greater in one tradition than the other, and why. Then ask me to evaluate how this connects to the role of religion in peacebuilding.

What this helps you practise:

Comparing gender dynamics across traditions and evaluating progress toward equality

How to use it well:

Include both scriptural and practical evidence — what texts say and what communities actually do may differ significantly.

Prompt 86: Thematic Comparison: Death and Afterlife

Copy this prompt into your AI tool:

Give me a Paper-style question: Compare beliefs about death, judgement, and the afterlife in two religious traditions. Then challenge me to analyse how these eschatological beliefs influence ethical behaviour and attitudes toward life in the present. Then ask me to evaluate how this connects to interfaith dialogue on human rights.

What this helps you practise:

Comparing eschatological beliefs and analysing their ethical and existential implications

How to use it well:

Connect afterlife beliefs to how people live now — this transforms a descriptive comparison into an analytical one with real depth.

Prompt 87: Structuring a Paper 2 Comparative Response

Copy this prompt into your AI tool:

Test me: me a Paper 2-style comparative question and ask me to plan and write a response that analyses a theme across two religions. Then provide feedback on whether I have maintained a genuinely comparative structure rather than writing two separate descriptions, and whether my conclusion identifies meaningful patterns of similarity and difference.

What this helps you practise:

Producing integrated comparative analysis that meets Paper 2 assessment expectations

How to use it well:

Use a thematic structure where each paragraph compares both traditions on a single point — avoid the trap of writing about one religion then the other.

Prompt 88: Evaluating Comparative Methodology

Copy this prompt into your AI tool:

Set me a task: Analyse the challenges of comparing religions fairly and accurately. Then test whether I can evaluate common pitfalls such as oversimplification, false equivalence, and imposing the categories of one tradition onto another. Then ask me to evaluate how this connects to religion and bioethics. Ask me to evaluate the extent to which

cultural context shapes the interpretation of this religious teaching across different communities.

What this helps you practise:

Critically evaluating comparative methods and identifying potential biases in cross-religious analysis

How to use it well:

Acknowledging the limitations of comparison shows methodological maturity — a quality that marks the most sophisticated IB responses.

Prompt 89: Comparing the Role of Ritual in Creating Meaning

Copy this prompt into your AI tool:

Present me with the following: Compare how ritual creates and sustains meaning for practitioners in two different religious traditions. Then challenge me to evaluate whether rituals from different religions serve fundamentally the same psychological and social functions or whether the theological context makes each tradition's rituals unique. Challenge me to discuss how modern scholarship has reinterpreted or challenged traditional understandings of this concept.

What this helps you practise:

Comparing ritual functions across traditions and evaluating universalist versus particularist interpretations

How to use it well:

Consider both the observable similarities in ritual practice and the different theological meanings assigned to similar actions for a layered comparative analysis.

Section 9

Internal Assessment and Investigative Study

The Internal Assessment (IA) in IB World Religions requires students to conduct an investigative study based on fieldwork into a specific aspect of a living religious tradition. The IA is a significant component of the final grade and is assessed against IB criteria covering identification and description, analysis and interpretation, evaluation, and quality of the investigation.

Students must select a focused research question, plan and conduct fieldwork (such as interviews, observation of worship, or visits to sacred sites), analyse their findings using relevant religious concepts and scholarly perspectives, and present a well-structured evaluative conclusion.

The prompts below support each stage of the investigative study, from selecting a topic and designing fieldwork through to critical analysis and final evaluation, helping students develop the research skills and reflective practice needed for a high-scoring IA.

Prompt 90: Choosing an IA Topic

Copy this prompt into your AI tool:

Ask me to propose three potential IA topics that investigate aspects of a living religious tradition. Then test whether each topic is suitably focused, involves a genuinely lived aspect of religion, and is investigable through fieldwork within the constraints of the IA. Then ask me to evaluate how this connects to secularism versus religious authority.

What this helps you practise:

Formulating focused, fieldwork-appropriate IA topics that meet IB requirements

How to use it well:

Choose a topic that genuinely interests you and that you can access through local religious communities — personal engagement improves IA quality.

Prompt 91: Designing Fieldwork

Copy this prompt into your AI tool:

Present me with an IA research question and ask me to design a fieldwork plan, including methods of data collection such as interviews, participant observation, and documentary analysis. Then challenge me to identify potential ethical considerations in my fieldwork design. Then ask me to evaluate how this connects to the role of religion in peacebuilding.

What this helps you practise:

Planning fieldwork methods and identifying ethical considerations in religious research

How to use it well:

Ensure your fieldwork methods are appropriate for a religious context — sensitivity and respect for practitioners are essential.

Prompt 92: Conducting Interviews

Copy this prompt into your AI tool:

Give me an IA topic and ask me to design an interview guide with questions that would generate meaningful data about lived religious experience. Then test whether my questions are open-ended, unbiased, and likely to produce responses relevant to my research question. Then ask me to evaluate how this connects to interfaith dialogue on human rights.

What this helps you practise:

Designing effective interview questions for religious fieldwork investigation

How to use it well:

Avoid leading questions — your goal is to understand the interviewee's perspective, not to confirm your own assumptions.

Prompt 93: Observation and Description

Copy this prompt into your AI tool:

Test me on the following: Write a detailed description of a religious practice or ritual as if I had observed it during fieldwork. Then test whether my description is accurate, respectful, and includes sufficient detail about the setting, participants, actions, and atmosphere to support later analysis. Require me to draw on at least two specific textual or doctrinal references to support my analysis.

What this helps you practise:

Producing detailed observational descriptions that provide a strong foundation for analysis

How to use it well:

Use rich, specific description — the quality of your observational account directly affects the depth of analysis you can build upon it.

Prompt 94: Analysing Fieldwork Data

Copy this prompt into your AI tool:

Present me with a set of interview responses from religious practitioners and ask me to identify key themes and patterns. Then challenge me to analyse these findings using relevant religious concepts and scholarly perspectives. Then ask me to evaluate how this connects to religion and bioethics. Then ask me to evaluate how a scholar from a different religious tradition might critique or affirm this position.

What this helps you practise:

Identifying themes in qualitative data and connecting them to academic religious analysis

How to use it well:

Connect your findings to the beliefs and values of the tradition — analyse why practitioners do what they do, not just what they do.

Prompt 95: Connecting Fieldwork to Scholarship

Copy this prompt into your AI tool:

Quiz me on the following: Explain how I would use secondary sources — academic books, journal articles, or scholarly commentary — to support and contextualise my fieldwork findings. Then test whether I can demonstrate how scholarly perspectives enhance rather than replace my primary research. Then ask me to evaluate how this connects to secularism versus religious authority.

What this helps you practise:

Integrating scholarly sources with primary fieldwork data for enriched analysis

How to use it well:

Use scholarship to provide context and depth, but keep your fieldwork central — the IA should showcase your own investigation.

Prompt 96: Insider and Outsider Perspectives

Copy this prompt into your AI tool:

Challenge me to explain the difference between insider (emic) and outsider (etic) perspectives in the study of religion. Then challenge me to analyse how my own position as a researcher affects my interpretation of the religious practices I have observed. Then ask me to evaluate how this connects to the role of religion in peacebuilding.

What this helps you practise:

Distinguishing emic and etic perspectives and reflecting on researcher positionality

How to use it well:

Demonstrating awareness of your own positionality shows the methodological sophistication that moves IAs into higher markbands.

Prompt 97: Writing the IA Evaluation

Copy this prompt into your AI tool:

Ask me to write an evaluation section for my IA that assesses the strengths and limitations of my investigation, reflects on the reliability of my findings, and suggests how the research could be extended. Then provide feedback on whether my evaluation demonstrates genuine critical reflection. Challenge me to distinguish between the official doctrinal position and how ordinary practitioners understand this concept in daily life.

What this helps you practise:

Producing critical evaluations that demonstrate authentic methodological self-awareness

How to use it well:

Focus on how specific limitations actually affected your conclusions, not generic statements about sample size or time constraints.

Prompt 98: Meeting IB Assessment Criteria

Copy this prompt into your AI tool:

Show me the IB World Religions IA assessment criteria and ask me to evaluate a sample IA extract against one specific criterion. Then test whether I can identify what marks the extract would likely achieve and explain the improvements needed to reach a higher markband. Ask me to analyse whether this concept has evolved over historical periods and what factors drove any changes.

What this helps you practise:

Applying IB assessment criteria to self-assess and improve IA quality

How to use it well:

Regularly check your own work against each criterion — this self-assessment ensures you address all aspects examiners are looking for.

Prompt 99: Ethical Fieldwork Practice

Copy this prompt into your AI tool:

Put my revision to the test: Identify the ethical principles that should guide fieldwork in a religious context, including informed consent, confidentiality, and respect for the sacred. Then challenge me to explain how I would handle a situation where my research findings might portray a community in a way its members would find uncomfortable.

What this helps you practise:

Applying research ethics to religious fieldwork and navigating sensitive findings

How to use it well:

Ethical awareness is not just a box to tick — genuinely reflecting on the ethics of your research demonstrates academic maturity.

Prompt 100: Final IA Review and Presentation

Copy this prompt into your AI tool:

Construct a structured exam question: About the following: Present the conclusion of my IA and then quiz me on whether it directly answers my research question, is supported by my fieldwork evidence, and demonstrates both analytical depth and evaluative reflection. Then challenge me to strengthen the conclusion with one additional critical insight.

What this helps you practise:

Refining IA conclusions for clarity, evidence, and critical depth

How to use it well:

Your conclusion must explicitly address your research question and reflect on the significance of your findings for understanding the living tradition.

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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- Further Mathematics
- Physics
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- English Literature
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