

GCSE RELIGIOUS STUDIES

100 AI PROMPTS

for Smarter Revision and Exam Prep

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



AI Study Method
THE VELVET METHOD™

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A six-step AI study system

GCSE Religious Studies

100 AI Prompts for Smarter Revision & Exam Prep

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

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We use artificial intelligence tools to help draft and structure example material; all educational guidance has been reviewed and curated for quality and accuracy. This book is designed to support revision and exam preparation and does not replace formal teaching, textbooks, or official specifications.

Students are responsible for ensuring that all work submitted for assessment is their own.

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What Is the Velvet Method?

The Velvet Method is a six-step framework for using AI as a study partner — not a shortcut. Each letter is a stage of effective revision, and each is grounded in what cognitive science says actually works: building understanding, retrieving it under pressure, and spacing your review over time.

V — View See the whole picture of a topic before you study the detail.

E — Evaluate Run a diagnostic to find exactly where your gaps are.

L — Learn Fill those gaps in a way that genuinely sticks.

V — Verify Prove you know it with exam-style questions and examiner-style feedback.

E — Explore Push into top-grade thinking: application, analysis, and unseen problems.

T — Transform Reflect, plan your next session, and lock it in with spaced repetition.

Used in order, the six stages turn AI from a machine that hands you answers into a tutor that strengthens your own thinking — so the work stays yours, and so does the understanding you carry into the exam.

How This Book Is Organised

This book follows the Velvet Method exactly. Its six chapters are the six stages, and the prompts in each chapter do that stage's job for GCSE Religious Studies. View prompts help you map the course; Evaluate prompts diagnose your gaps; Learn prompts help you understand; Verify prompts test you against mark schemes; Explore prompts stretch you into top-grade thinking; and Transform prompts help you reflect and remember.

Work through the stages roughly in order when you tackle a whole topic, or dip into a single stage when you need it — a quick diagnostic before a test, or some examiner-style marking the night before.

Every prompt is a starting point, not a script. Adapt them, raise the difficulty, swap in your own topic, and ask the AI to challenge your thinking rather than do it for you. The goal is never to get answers from AI. It is to use AI to test, challenge, and sharpen what you know.

How to Run a Velvet Session

Having a hundred prompts is not the same as knowing how to use them. Here is how the six stages fit together in a real study session — and how to turn them into a habit rather than a one-off.

For a new topic, work roughly in order: View to map it, Evaluate to find your gaps, Learn to fill the most important ones, Verify to prove they're fixed, Explore to stretch, and Transform to lock it in and plan your next review. You won't always use all six — before a test you might go straight to Evaluate and Verify.

A worked example

Say you have ninety minutes on the problem of evil and suffering. Open with a View prompt to map the sub-topics — the logical problem (how can an all-loving, all-powerful God allow suffering?), responses (the free-will argument, soul-making, the value of suffering), and how different religious traditions respond. Run the Evaluate diagnostic and find that the free-will argument and naming relevant religious teachings are shaky. Use two Learn prompts: an analogy for what 'free will' actually means, and a Walk-Me-Through prompt for the structure of the free-will response. Then Verify with an examiner-marked twelve-marker on 'Suffering proves there is no God. Discuss.' Finally, a Transform prompt schedules a review of religious teachings in three days. One topic, five prompts, every stage earning its place.

Spread it out

The method works partly because it spaces your learning, so resist racing through this whole book in one sitting. A realistic rhythm is one or two topics a week through the full cycle, with short Verify and Transform reviews of earlier topics layered on top. The spacing is not a delay — it is the mechanism.

Lean on the prompts less over time

At first, use the prompts word for word. As you grow more confident, strip the scaffolding away — shorten them, raise the difficulty, and eventually run a whole stage from memory. The aim is to need this book less and less.

Trust, but Verify

AI is a powerful study partner, but it is not always right — and the danger is that you are using it precisely because you don't yet know the material well enough to notice when it's wrong. Treating its output as automatically correct is the single biggest risk in studying with AI.

What to watch for in Religious Studies especially: AI tools can confidently misattribute quotations to religious texts, swap teachings between religions, or simplify a sophisticated position into a straw-man version. They can paraphrase scripture in ways that subtly alter doctrine. They can present an ethical position as if it had only one standard form, when several rival views exist within and across religions. They can produce essay structures that are fine in general but miss your board's assessment objectives — at GCSE, the highest marks come from accurate use of scriptural quotation and balanced engagement with different views. Always verify quotations and teachings against your textbook and never deploy a quotation in an essay without checking the wording.

So build the habit of checking. Keep your specification and a trusted textbook to hand, and cross-reference anything that will go into your memory. Ask the AI to show its reasoning and where a mark point comes from, so you can judge it. When a marked answer surprises you, challenge it — ask why that is the model answer. And use the Verify-stage prompt that asks the AI to include a deliberate error, to keep your own eye sharp. If the AI and your specification ever disagree, the specification wins.

This is not a reason to distrust the tool. It is the skill that makes you safe to use it — and learning to check AI well is itself one of the most valuable things this method will teach you.

Quick Start: Which Prompt, When

Not sure where to begin? Match your situation to a stage:

Starting a brand-new topic: View (Prompts 1–10), then run a diagnostic.

A test tomorrow, short on time: the diagnostics (Prompts 11–25), then a few Verify prompts on your weak spots.

You've revised but it won't stick: Learn (Prompts 26–43), especially Feynman and draw-from-memory.

You know it but keep losing exam marks: Verify (Prompts 44–71), especially examiner marking and command words.

Aiming for the top grades: Explore (Prompts 72–88).

End of a session or week: Transform (Prompts 89–100).

When in doubt, run the Whole-Topic Diagnostic (Prompt 11) — it will tell you what you need.

These prompts are your toolkit.

The Velvet Method course is where you learn to wield them.

Six steps taught in full, worked examples for every stage, and a complete prompt library across your subjects.

Learn the method at aistudymethod.co.uk/courses

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Note on Exam Boards and Syllabi

This book supports GCSE Religious Studies students across all major UK exam boards, including AQA, Edexcel (Pearson), OCR, and WJEC/Eduqas. The prompts cover the core content common to every specification, so whichever board you study, the great majority will be directly relevant.

Most GCSE Religious Studies specifications share two main components: study of two religions (typically Christianity and one of Islam, Judaism, Hinduism, Buddhism or Sikhism — their beliefs, teachings and practices), and thematic studies (themes such as relationships and families; religion and life; the existence of God and revelation; religion, peace and conflict; religion, crime and punishment; religion, human rights and social justice). Boards differ in the names they give to components and the religions they offer, but the thinkers, beliefs and ethical issues are highly consistent.

Always cross-reference with your own specification and use it as the definitive guide to what you will be examined on. This book is a powerful revision companion; your specification remains the final word on content.



View

Before you revise a single detail, build the big picture. The View stage uses AI to map the syllabus, find the core ideas a topic depends on, and see how everything connects — so that when you study the detail, it has somewhere to attach. Start here for any new topic.

Prompt 1: Map the Whole Specification

Copy this prompt into your AI tool:

Act as an GCSE Religious Studies tutor. Give me a structured overview of the entire GCSE Religious Studies course, grouped into philosophy of religion, religion and ethics, and the study of religion ([your chosen religion, e.g. Christianity]). For each component, list the key thinkers, theories, texts and debates in a single line.

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

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

Prompt 2: Build the Big Picture of a Topic

Copy this prompt into your AI tool:

Before I study [topic, e.g. natural law ethics, or the the cause-and-effect argument for God's existence] in detail, give me a one-paragraph big-picture summary: what this topic is fundamentally about, the three or four core ideas everything else hangs on, and how it connects to the rest of GCSE Religious Studies.

What this helps you practise: Building a mental framework that later detail can attach to.

How to use it well: Read this before your textbook, not after. The framework makes the detailed reading far easier to absorb.

Prompt 3: Create a Personalised Spec Checklist

Copy this prompt into your AI tool:

Using the GCSE Religious Studies specification for [your exam board] on the topic of [topic], produce a checklist of everything I must be able to do, written as a list of 'I can...' statements (for example, 'I can outline and critically discuss the free-will argument').

What this helps you practise: Turning a vague topic into a concrete, testable list of skills.

How to use it well: Tell the AI your exact board. Then RAG-rate each statement (red/amber/green) so your revision targets reds first.

Prompt 4: Find the Spine of a Topic

Copy this prompt into your AI tool:

Identify the five or six absolutely central ideas in [topic, e.g. religious experience, or utilitarianism] that everything else depends on. Explain in one line why each is load-bearing, and what falls apart in essays if I don't grasp it.

What this helps you practise: Distinguishing the core arguments from the peripheral detail.

How to use it well: Master the spine first. Once the central ideas are secure, the surrounding detail attaches and makes sense.

Prompt 5: See How a Topic Connects to the Course

Copy this prompt into your AI tool:

Show me how [topic] links to other parts of GCSE Religious Studies. Give me a cross-topic map: for each connection, name the other topic and explain the link in one sentence (for example, the problem of evil links to the the cause-and-effect argument for God's existence via the divine attributes, to ethics via theodicy, and to religious experience via theodicy as response to suffering).

What this helps you practise: Thinking synoptically, which is what separates top grades.

How to use it well: Synoptic links are heavily rewarded. Build these maps early so the connections feel natural by exam season.

Prompt 6: Prioritise by Exam Weighting

Copy this prompt into your AI tool:

Based on past GCSE Religious Studies papers for [your board], tell me which topics in [component] appear most frequently and carry the most marks. Help me rank what to prioritise if my revision time is limited.

What this helps you practise: Spending limited time where it earns the most marks.

How to use it well: Treat this as guidance, not gospel — always cross-check against your specification.

Prompt 7: Get a Five-Minute Primer Before a Lesson

Copy this prompt into your AI tool:

I'm about to study [topic, e.g. virtue ethics] for the first time. Give me a five-minute primer: the key vocabulary (eudaimonia, phronesis, the doctrine of the mean), the main idea in plain English, and the three questions I should be able to answer by the end of the lesson.

What this helps you practise: Priming your brain so new teaching lands on prepared ground.

How to use it well: Previewing before a lesson dramatically improves how much you take from it.

Prompt 8: Turn Spec Points into Exam Questions

Copy this prompt into your AI tool:

Take these specification statements for [topic] and, for each one, write the kinds of exam questions an examiner could realistically ask, including the likely command words (assess, evaluate, discuss, critically discuss) and mark allocations.

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

How to use it well: This converts passive spec points into active targets. Keep the questions to test yourself with later.

Prompt 9: Sketch a Thinkers-and-Arguments Map

Copy this prompt into your AI tool:

Describe a map for [topic, e.g. arguments for God's existence] that connects every major thinker to their argument and to the scholars who challenge them. Present this as nodes and labelled links for me to draw out by hand.

What this helps you practise: Organising the topic around its scholarly debate, not as a list.

How to use it well: Draw it yourself rather than copying — arranging the connections is where the learning happens.

Prompt 10: Set a Clear Goal for a Revision Session

Copy this prompt into your AI tool:

Help me set a specific, achievable objective for a 45-minute revision session on [topic, e.g. Kantian ethics]. Define exactly what I should be able to do by the end, and break it into three concrete checkpoints.

What this helps you practise: Giving each session a clear purpose instead of vague 'reading'.

How to use it well: A session with a defined endpoint is far more effective than open-ended revision. Check off the three checkpoints as you go.

E

Evaluate

You can't fix gaps you haven't found. The Evaluate stage uses AI as a diagnostic: it tests you, catches the things you only think you know, and tells you precisely where to spend your time. Honest answers here save you hours later.

Prompt 11: Whole-Topic Diagnostic with Confidence Rating

Copy this prompt into your AI tool:

You are an GCSE Religious Studies examiner running a diagnostic. Write 12 short-answer questions spanning [topic], with a spread of difficulty. Present them and wait. I will answer each and tag my confidence as (Sure), (Unsure) or (Guess). Then mark against concise model answers, flag anything I marked (Sure) but got wrong as my most dangerous gap, flag anything I got right but marked (Guess) as not yet secure, and rank my weakest sub-topics with what to study first. Finally, give me a one-sentence summary of my top three dangerous gaps that I can paste straight into my revision tracker.

What this helps you practise: Pinpointing exactly where your understanding is weakest before you revise.

How to use it well: The confidence tags catch the gaps a normal quiz hides — the things you got right by luck and the things you were wrong but certain about.

Prompt 12: Rapid Recall Audit

Copy this prompt into your AI tool:

Give me 15 quick recall questions covering the breadth of [component], one at a time, no notes allowed. At the end, sort every topic I touched into three buckets: secure, shaky, and missing.

What this helps you practise: A fast, honest snapshot of what's actually in your memory.

How to use it well: Do this closed-book and resist the urge to look anything up — the value is in the honest result, not a good score.

Prompt 13: Find My Misconceptions

Copy this prompt into your AI tool:

Ask me to explain [concept, e.g. the difference between act and rule utilitarianism, or the distinction between the ontological and cosmological arguments]. As I answer, probe for the specific misconceptions GCSE students commonly hold, and tell me clearly which ones I'm showing.

What this helps you practise: Surfacing the subtle wrong ideas that quietly cost marks.

How to use it well: Misconceptions are dangerous because they feel like knowledge. Naming yours is the first step to fixing them.

Prompt 14: Pre-Test Triage

Copy this prompt into your AI tool:

I have a test on [topic] tomorrow. Run a quick diagnostic to find out where my understanding is weakest, then tell me precisely which two or three areas to spend tonight on, and roughly how long on each.

What this helps you practise: Turning night-before panic into a focused, prioritised plan.

How to use it well: Be honest in your answers — a diagnosis based on bluffing sends you to revise the wrong things.

Prompt 15: Command-Word Diagnostic

Copy this prompt into your AI tool:

Test whether I can handle different command words on the same content. Ask me an 'outline', then an 'assess', then a 'critically discuss', then an 'evaluate' question on [topic], and tell me which command word I struggle with most.

What this helps you practise: Diagnosing exam-technique gaps, not just knowledge gaps.

How to use it well: Critical discussion needs scholars; assess needs weighed judgement; evaluate needs a justified conclusion. Knowing the difference saves marks.

Prompt 16: Map the Gaps Across a Component

Copy this prompt into your AI tool:

Sweep across the whole of [component, e.g. religion and ethics] with a broad set of questions including theory recall, application to dilemmas, and short evaluation. Output a ranked gap list — my weakest area at the top — with a one-line reason for each ranking.

What this helps you practise: Getting a component-wide picture rather than topic tunnel vision.

How to use it well: Use the ranked list to plan a week of revision, working top-down from your biggest weakness.

Prompt 17: Test Depth, Not Just Surface

Copy this prompt into your AI tool:

Ask me about [concept, e.g. why Aquinas distinguishes essence and existence]. Whatever I answer, keep asking 'why' and 'how do you know' until either my understanding runs out or you're satisfied it's genuinely deep. Then tell me where it ran out.

What this helps you practise: Distinguishing real understanding from memorised statements.

How to use it well: The point where you can no longer answer 'why' is exactly where your real revision should begin.

Prompt 18: Diagnose My Scholar Recall

Copy this prompt into your AI tool:

Test me on the scholars I should know for [topic]. For each, ask me to name them, give their key claim in one sentence, and link them to a position in the wider debate. Tell me which scholars are thinnest in my memory.

What this helps you practise: Securing the scholar marks that examiners look for at GCSE.

How to use it well: Top essays integrate named scholars naturally. Drill until each scholar can be deployed in a single sentence.

Prompt 19: Diagnose My Evaluation Skill

Copy this prompt into your AI tool:

Quiz me on the evaluation skills examiners reward most heavily: scholarly disagreement, internal coherence of a theory, application to real cases, and the limits of an argument. For each, ask me to produce a worked evaluation point on a specific theory, then tell me where my evaluation is thin.

What this helps you practise: Securing the AO2 evaluation marks that decide essay grades.

How to use it well: Generic 'it depends' lines score little. Targeted evaluation tied to scholars and texts scores high.

Prompt 20: Test a Linked Concept

Copy this prompt into your AI tool:

Give me a diagnostic that specifically checks whether I can connect [topic A, e.g. the problem of evil] and [topic B, e.g. religious experience], not just recall each separately. Tell me whether my weakness is in the individual topics or in linking them.

What this helps you practise: Diagnosing cross-topic weakness, a common hidden gap.

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

Prompt 21: Self-Explanation Check

Copy this prompt into your AI tool:

I'm going to explain [topic, e.g. why philosophical arguments for God's existence depend on the principle that there cannot be an infinite regress] to you in my own words. Listen, then identify every gap, error, vague statement, or missing link in my explanation, in order of importance.

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

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

Prompt 22: Exam-Readiness Score

Copy this prompt into your AI tool:

Act as a tough GCSE Religious Studies examiner. Ask me the hardest questions you realistically could on [topic], then rate my readiness for each sub-area on a scale of 1 to 5 and justify each score.

What this helps you practise: Getting a frank, examiner's-eye assessment of where you stand.

How to use it well: Ask it to be strict. A flattering score the week before an exam helps nobody.

Prompt 23: Confidence vs Competence Audit

Copy this prompt into your AI tool:

For [topic, e.g. ethical theories], first ask me how confident I feel about each theory. Then test me on each. Finally, show me where my confidence and my actual performance don't match.

What this helps you practise: Exposing over-confidence, which is where careless marks are lost.

How to use it well: The mismatches matter most: areas you feel sure about but perform poorly on are where exam disasters happen.

Prompt 24: Diagnose from a Mistake

Copy this prompt into your AI tool:

Here is an essay paragraph I got marked low: [paste]. Don't just give me the right answer — diagnose the underlying weakness in argument, scholar use, or evaluation that caused the mark loss.

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

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

Prompt 25: Weekly Diagnostic Sweep

Copy this prompt into your AI tool:

Run my weekly diagnostic across everything I've revised this week: [list topics]. Compare my performance, tell me what has improved and what is slipping, and what needs revisiting before next week.

What this helps you practise: Tracking progress and catching topics that fade over time.

How to use it well: Knowledge decays without review. A weekly sweep catches the slipping topics before they're forgotten.

L

Learn

Now fill the gaps in a way that sticks. The Learn stage uses AI to explain, analogise, roleplay, and break concepts down — and crucially to check your understanding, not just deliver information. One rule for every prompt here: when an explanation finally clicks, close the chat and reproduce it from memory, out loud or on paper, before moving on. Understanding something as you read it is not the same as being able to recall it later — the moment of 'I get it' is the cue to test yourself, not to stop.

Prompt 26: Explain with an Analogy

Copy this prompt into your AI tool:

Explain [difficult concept, e.g. the the definition-based argument for God's existence's move from definition to existence, or Aristotle's four causes] using a clear everyday analogy. Then ask me to map each part of the analogy back onto the real philosophy/theology to check I've understood, not just enjoyed the story.

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

How to use it well: Always map the analogy back — an analogy you can't translate is entertainment, not understanding.

Prompt 27: Use the Feynman Technique

Copy this prompt into your AI tool:

I'm going to explain [topic, e.g. Kant's categorical imperative] as simply as if I were teaching a younger sibling who has never studied this. Listen, then point out exactly where I used jargon to paper over a gap, where my logic broke, and where I oversimplified.

What this helps you practise: Achieving genuine understanding by teaching it plainly.

How to use it well: If you can't explain it simply, you don't fully understand it. The jargon you reach for marks the gaps.

Prompt 28: Roleplay a Philosopher

Copy this prompt into your AI tool:

Roleplay as [philosopher, e.g. Hume confronting a defender of the design argument]. Narrate the move-by-move argument, including the responses, and quiz me on the points as we go.

What this helps you practise: Making philosophical debates vivid and memorable.

How to use it well: Inhabiting a philosopher's perspective forces you to grasp their full position, not just a one-line summary.

Prompt 29: Build a Mnemonic

Copy this prompt into your AI tool:

Help me create a memorable mnemonic for [list, e.g. Aquinas's Five Ways, or the four causes]. Then test me on whether I can reconstruct the full list from the mnemonic.

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

How to use it well: Make the mnemonic slightly absurd or personal — odd associations are easier to recall than bland ones.

Prompt 30: Walk Me Through, Then Blank It Out

Copy this prompt into your AI tool:

Walk me through [argument, e.g. philosophical arguments for God's existence as in the Proslogion] one step at a time, justifying each move. Then give the same argument back to me with key steps blanked out for me to fill in.

What this helps you practise: Moving from guided understanding to independent recall of an argument.

How to use it well: The blank-it-out step is the learning. Don't skip it because the walkthrough felt clear — clear isn't the same as learned.

Prompt 31: Compare and Contrast

Copy this prompt into your AI tool:

Build a comparison table for [X vs Y, e.g. Augustinian vs the soul-making response to evil, or Kantian vs utilitarian ethics]. Include the points GCSE examiners care about: foundations, internal logic, strengths, weaknesses, scholarly critics. Then quiz me specifically on the differences.

What this helps you practise: Sharpening the distinctions examiners love to test.

How to use it well: Confusable pairs are exam favourites. Knowing the differences cold is worth more than knowing each in isolation.

Prompt 32: Teach the Hard Bit Three Ways

Copy this prompt into your AI tool:

Explain [tricky concept, e.g. why Hume thinks miracles can never be rationally believed] to me in three completely different ways — a definition-led way, an analogy, and a worked example. Then ask me which made it click and test that understanding.

What this helps you practise: Finding the explanation that actually works for you.

How to use it well: Different concepts yield to different explanations. Keep the version that clicks and use it as your anchor.

Prompt 33: Ground the Abstract in the Concrete

Copy this prompt into your AI tool:

Take this abstract idea — [e.g. 'soul-making', or the 'good will' in Kant] — and give me two concrete, specific examples (from texts or from real moral cases), then ask me to generate a third myself.

What this helps you practise: Connecting principles to the real examples exams demand.

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

Prompt 34: Build a Scholar Quote Bank

Copy this prompt into your AI tool:

For [topic], give me three or four short, memorable quotations from named scholars that I should commit to memory, with a one-line context for each. Then test me by giving the context and asking for the quotation, and vice versa.

What this helps you practise: Building the scholar-quote bank essays rely on.

How to use it well: A few well-chosen quotations strengthen any essay. Memorise three or four per topic — and never invent.

Prompt 35: Why Does the Argument Work That Way?

Copy this prompt into your AI tool:

Don't just tell me the conclusion of [argument, e.g. the moral argument for God's existence] — explain why the argument moves through each step. Give the underlying assumption at each move.

What this helps you practise: Replacing rote memorisation with structural understanding.

How to use it well: Understanding the 'why' lets you reconstruct an argument and identify where critics attack it.

Prompt 36: Unpack a Definition Word by Word

Copy this prompt into your AI tool:

Take this precise GCSE definition — [e.g. of omnipotence, of natural law, or of religious experience] — and unpack it word by word, explaining why each term is in there and what would be wrong if it were left out.

What this helps you practise: Mastering the exact wording examiners require.

How to use it well: GCSE definitions are precise for a reason. Knowing why each word matters helps you reproduce them exactly.

Prompt 37: Link Theory to Applied Case

Copy this prompt into your AI tool:

For [ethical theory, e.g. natural law], walk me through how it would address three named applied issues (e.g. abortion, euthanasia, business ethics). For each, identify the principle being applied and the conclusion.

What this helps you practise: Building the application skill that AO2 questions test.

How to use it well: Application earns marks when the theory's principle is named explicitly. Avoid vague 'natural law would say it's wrong'.

Prompt 38: Interleave Two Confusable Topics

Copy this prompt into your AI tool:

Alternate between explaining and quizzing me on [topic A, e.g. the cause-and-effect argument for God's existence] and [topic B, e.g. the design argument], which I keep mixing up. Deliberately switch between them so I have to tell them apart each time.

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

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

Prompt 39: Turn My Notes into Understanding

Copy this prompt into your AI tool:

Here are my notes on [topic, e.g. religious experience]: [paste]. Turn them into a clear, causal explanation, and point out anything I've written down as a fact without actually understanding why it's claimed.

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

How to use it well: Notes can hide a lack of understanding. This step exposes the lines you've memorised but couldn't explain.

Prompt 40: Explore What Happens If a Premise Fails

Copy this prompt into your AI tool:

For [argument, e.g. the the cause-and-effect argument for God's existence], walk through what would happen if one premise failed — for example, if the principle of sufficient reason were rejected, or if the universe were eternal. Use the failure to test whether I really understand the argument's structure.

What this helps you practise: Deepening understanding by examining what each premise carries.

How to use it well: Understanding what fails when a premise is removed is the heart of philosophical evaluation.

Prompt 41: Build Precise Vocabulary

Copy this prompt into your AI tool:

Generate the key technical terms for [topic, e.g. religious language — cognitivism, non-cognitivism, verification principle, falsification], each with a precise GCSE definition and a sentence showing correct use. Then test me by giving definitions and asking for the term, and vice versa.

What this helps you practise: Building the exact vocabulary that earns marks.

How to use it well: Imprecise vocabulary loses marks even when the idea is right. Drill the exact terms until they're automatic.

Prompt 42: Explain the Shape of a Debate

Copy this prompt into your AI tool:

Talk me through the development of the debate on [topic, e.g. the existence of God] from a key starting position to a major contemporary scholar. Explain why each move was made, then give me a blank version to map myself.

What this helps you practise: Understanding the trajectory of a philosophical debate, not just its end points.

How to use it well: Top essays show the debate's development. Knowing the sequence of moves lets you locate any thinker within it.

Prompt 43: Make an Argument into a Story

Copy this prompt into your AI tool:

Turn [argument, e.g. the development of theodicy from Augustine to John Hick] into a short, vivid story with a clear sequence of moves and responses, then quiz me on the order and the key contribution at each stage.

What this helps you practise: Using narrative structure to remember argumentative chains.

How to use it well: Arguments are easier to recall as a story than as a list. Make the move-and-counter-move chain the plot.



Verify

Familiar is not the same as known. The Verify stage uses AI as an examiner: it asks exam-style questions, marks you against realistic mark schemes, and shows you exactly where marks are won and lost. This is the heart of the method, so this is the longest chapter.

Prompt 44: Examiner Marking Against a Mark Scheme

Copy this prompt into your AI tool:

Act as a senior GCSE Religious Studies examiner. Give me one extended essay question on [topic] worth around 40 marks (or your board's equivalent). After I answer, mark it against a realistic level-based mark scheme: focus on AO1 knowledge and AO2 evaluation, with weight on scholar use and sustained argument. Tell me the level, mark, and the single most valuable improvement.

What this helps you practise: Practising extended essays and learning how level-marked answers are awarded.

How to use it well: Note which AO you keep underweighting — that pattern is your improvement plan.

Prompt 45: Closed-Book Retrieval Quiz

Copy this prompt into your AI tool:

Quiz me on [topic] with ten questions, one at a time, no notes allowed. Don't give me the answer until I've committed to mine, then tell me if I'm right and correct any error precisely.

What this helps you practise: Strengthening memory through the act of retrieval itself.

How to use it well: Retrieval, not re-reading, is what builds durable memory. Commit to an answer before checking — the effort is the point.

Prompt 46: Drill the Argument-and-Evidence Paragraph

Copy this prompt into your AI tool:

Give me an essay question on [topic] and ask me to write one paragraph using point, scholar evidence, evaluation, and link to thesis. Mark me specifically on whether the scholar evidence is precise and whether the evaluation links back to the overall argument.

What this helps you practise: Building the disciplined essay paragraph structure GCSE RS demands.

How to use it well: Every paragraph should explicitly serve the thesis. If a paragraph could be deleted without weakening the argument, it isn't earning its place.

Prompt 47: Find the Missing Scholar

Copy this prompt into your AI tool:

Write a model answer to an essay question on [topic], then remove two of the mark-worthy scholar references and present it to me. Ask me to identify exactly which two are missing.

What this helps you practise: Training your eye to see what a top-mark essay relies on.

How to use it well: Learning to spot what's missing from a good essay is how you stop leaving scholar marks on the table.

Prompt 48: Demand Precise Definitions

Copy this prompt into your AI tool:

Test me on the key definitions for [topic]. Accept only answers that are precise to GCSE standard — if I'm vague or miss a key word, tell me exactly which word would have earned the mark.

What this helps you practise: Producing the exact wording that AO1 marks require.

How to use it well: One missing word can cost a definition mark. This drills the precision examiners insist on.

Prompt 49: Mark a Position Description

Copy this prompt into your AI tool:

Ask me to describe [position, e.g. process theology's response to evil, or Plato's theory of forms] including its key claims, scholar(s), and how it differs from alternatives. Then critique my description as an examiner would.

What this helps you practise: Producing position descriptions that earn AO1 marks.

How to use it well: Examiners reward precise statement of a position before its evaluation. Drill until each major position can be summarised in 100 words.

Prompt 50: Application Question, Marked

Copy this prompt into your AI tool:

Give me an application question that places [topic] in an unfamiliar dilemma or scenario. After I answer, mark whether I correctly applied the theory rather than just restating what I memorised.

What this helps you practise: Practising the application skill that distinguishes strong candidates.

How to use it well: Application questions reward transfer. Always link the new case back to the named principle of the theory.

Prompt 51: Structure a 40-Marker

Copy this prompt into your AI tool:

Give me an extended essay question on [topic]. Before marking content, assess the structure: clear thesis in the introduction, balanced argument paragraphs, sustained engagement with scholars, integrated evaluation, and a justified conclusion. Is each section identifiable?

What this helps you practise: Structuring extended essays so every level mark is reachable.

How to use it well: Level-marked essays are won in the structure. A clear structure tells the examiner immediately which level you've reached.

Prompt 52: Check a Logical Move

Copy this prompt into your AI tool:

Give me a step in [argument, e.g. the move from contingency to a necessary being in Aquinas's third way]. Ask me to justify the step from first principles, then critique my justification for logical rigour.

What this helps you practise: Building the rigour examiners reward in argument reconstruction.

How to use it well: Each logical move needs an explicit justification. 'Therefore' without reason is what loses precision marks.

Prompt 53: Interpret a Text Extract

Copy this prompt into your AI tool:

Give me a short text extract from [scripture or philosophical text] relevant to [topic]. Ask me to interpret it, identify the doctrinal or philosophical claim it makes, and explain its significance in the wider debate. Mark me on accuracy and depth.

What this helps you practise: Practising the text-handling skill GCSE RS now weights heavily.

How to use it well: Text extracts reward interpretation grounded in context. Don't paraphrase — engage with what the text is doing.

Prompt 54: Synoptic Retrieval Challenge

Copy this prompt into your AI tool:

Ask me a question that requires me to pull together knowledge from at least three different topics — for example, a question on the problem of evil that needs philosophy of religion, ethics and the study of religion. Mark me on the breadth and the quality of the links I make.

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

How to use it well: Synoptic questions reward range. Practise reaching deliberately across components for relevant points.

Prompt 55: Same Topic, Different Command Words

Copy this prompt into your AI tool:

Ask me three questions on [topic] using three different command words — for example 'assess', 'critically discuss' and 'evaluate'. Mark each against what that command word requires, and tell me which I handle worst.

What this helps you practise: Matching your answer to what each command word actually demands.

How to use it well: Different commands want different argumentative shapes. Knowing the difference protects you from one-size-fits-all answers.

Prompt 56: Drill Scholarly Engagement

Copy this prompt into your AI tool:

Give me an essay question on [topic] and mark me specifically on whether I engaged with scholars properly — naming them, summarising their argument, weighing their evidence, and noting their critics — rather than dropping a name without substance.

What this helps you practise: Lifting essay marks from naming scholars to engaging with them.

How to use it well: Top-band essays use scholars as moves in an argument. Dropping a name without substance scores less than engaging with their reasoning.

Prompt 57: Spring the Common Error Trap

Copy this prompt into your AI tool:

Ask me questions on [topic] designed around the errors GCSE Religious Studies students most commonly make (for example, confusing Hume's and Kant's critiques of the the definition-based argument for God's existence, or treating act utilitarianism as identical with hedonism). Catch me if I fall for one and explain the correct version.

What this helps you practise: Inoculating yourself against the classic, predictable mistakes.

How to use it well: Examiners know the common errors and test for them. Knowing yours in advance is half the battle.

Prompt 58: Rapid-Fire Scholar Identification

Copy this prompt into your AI tool:

Fire 15 short scholar quotations or positions from [topic] at me, one at a time, and ask me to identify the scholar and the position. Then list the ones I got wrong or vague for me to drill again.

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

How to use it well: Knowing scholars instantly frees thinking time for argument. Drill until each can be named and placed without hesitation.

Prompt 59: Predict the Mark Scheme

Copy this prompt into your AI tool:

Show me a past-paper-style question on [topic]. Before answering, I'll predict where AO1 and AO2 marks fall and what the top level expects. Then reveal a realistic mark scheme and tell me how accurate my prediction was.

What this helps you practise: Learning to think like the examiner who wrote the mark scheme.

How to use it well: If you can predict the marks, you can target your essay at the top level.

Prompt 60: Verify a Quotation from Memory

Copy this prompt into your AI tool:

Ask me to reproduce key short scholar quotations and scriptural references for [topic] from memory. Then critique my recall and tell me which I should drill more.

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

How to use it well: A few short, accurate quotations strengthen any essay. Memorise three or four per topic — never invent.

Prompt 61: Drill Counter-Argument and Reply

Copy this prompt into your AI tool:

Give me a thesis on [topic] and a counter-argument to it. Ask me to present the counter-argument fairly, then reply to it from the thesis position, with named scholars on both sides. Mark me on the strength of the reply.

What this helps you practise: Practising the dialectical move that lifts essays into Level 5.

How to use it well: An essay with no counter-argument is one-sided. Always concede the strongest objection, then explain why your view still holds.

Prompt 62: Practise a 'Compare' Question

Copy this prompt into your AI tool:

Give me a 'compare' question on [X and Y, e.g. Kantian vs utilitarian responses to lying]. Mark me on whether I made genuine comparative statements (linking the two) rather than describing each separately, which scores poorly.

What this helps you practise: Writing true comparisons rather than parallel descriptions.

How to use it well: A real comparison uses linking words — 'whereas', 'in contrast', 'both'. Two separate descriptions side by side rarely earn the comparison marks.

Prompt 63: Practise an 'Evaluate' Question

Copy this prompt into your AI tool:

Give me an 'evaluate' question on [topic]. Mark me on whether I presented evidence on more than one side and reached a justified conclusion, rather than just listing points.

What this helps you practise: Building the balanced judgement 'evaluate' requires.

How to use it well: 'Evaluate' wants a weighed conclusion, not a list. Make sure you actually come down on a side, with a reason.

Prompt 64: Practise a 'Critically Discuss' Question

Copy this prompt into your AI tool:

Give me a 'critically discuss' question on [topic]. Mark me on whether I engaged with rival scholarly positions, identified internal weaknesses, and reached a defended judgement.

What this helps you practise: Building the highest level of evaluation GCSE RS expects.

How to use it well: Critical discussion goes beyond evaluation: it engages with the structure of the debate itself.

Prompt 65: Climb the Outline-Apply-Evaluate Ladder

Copy this prompt into your AI tool:

On [single position, e.g. the view that morality comes from God], ask me first to outline, then to apply to a moral case, then to evaluate. Mark each rung separately so I can see where my answer stops being strong.

What this helps you practise: Seeing exactly where your understanding shifts from solid to shaky.

How to use it well: The rung where your answer weakens shows the boundary of your real understanding — revise from there.

Prompt 66: Mark My Real Essay

Copy this prompt into your AI tool:

Here is my essay on [question]: [paste]. Mark it strictly to grade 9 standard against a realistic mark scheme, tell me the exact level and mark, and rewrite one paragraph of mine to show what top-mark phrasing looks like.

What this helps you practise: Getting precise, personalised feedback on your actual writing.

How to use it well: The rewritten paragraph is a model to imitate. Compare it with yours to see exactly what 'top mark' phrasing adds.

Prompt 67: Fill a Retrieval Grid

Copy this prompt into your AI tool:

Create a retrieval grid for [topic]: a set of prompts or blank cells covering the key positions, scholars, definitions and evaluation points, which I'll fill in entirely from memory. Then check my grid and highlight the gaps.

What this helps you practise: Wide-coverage recall practice in one efficient exercise.

How to use it well: Retrieval grids cover a lot of ground fast. Redo the gaps a day later to confirm they've stuck.

Prompt 68: Simulate a Timed Essay

Copy this prompt into your AI tool:

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

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

How to use it well: Essays unfinished score nothing for what wasn't written. Practise to the clock so timing never surprises you.

Prompt 69: Sit a Mini Past-Paper Set

Copy this prompt into your AI tool:

Give me a short set of two or three exam-style essay questions covering the breadth of [component]. Mark the whole set and summarise my strongest and weakest question types.

What this helps you practise: Rehearsing the mixed demands of a real exam paper.

How to use it well: Mixed sets reveal which question types you fear. Drill the weakest type specifically afterwards.

Prompt 70: Catch the AI's Deliberate Error

Copy this prompt into your AI tool:

Answer this question yourself: [question, e.g. outline Aquinas's first way]. Include exactly one subtle but real error — for example, attributing a claim to Aquinas that belongs to Augustine, or misquoting a key premise — and challenge me to find and correct it. Tell me if I got it, then

explain the error and why it would have been easy to miss — so I learn the spotting pattern, not just the specific instance.

What this helps you practise: Building the critical eye to spot when AI (or you) is wrong about RS content.

How to use it well: AI is notorious for misattributing arguments and inventing quotations. Practising spotting errors protects you from absorbing them.

Prompt 71: Mixed Whole-Paper Retrieval

Copy this prompt into your AI tool:

Quiz me with 12 questions drawn from across everything in GCSE Religious Studies I've named: [list topics]. Mix philosophy, ethics and study of religion randomly, and at the end tell me which topics I'm weakest on overall.

What this helps you practise: Retrieving under the topic-switching conditions of a real exam.

How to use it well: Random topic order is harder than block revision — and exactly what the exam does. Train for it.

E

Explore

Top grades come from thinking, not just knowing. The Explore stage uses AI to push you into application, analysis, unseen data, and synoptic links across the course — the level that separates good answers from excellent ones.

Prompt 72: Tackle an Unseen Argument

Copy this prompt into your AI tool:

Give me a novel philosophical or theological argument related to [topic] that I won't have seen — perhaps a modern formulation or a less-canonical thinker. Ask me to analyse and evaluate it, then tell me how well I handled the unfamiliarity.

What this helps you practise: Applying philosophical analysis to genuinely new material, as top questions demand.

How to use it well: The hardest marks come from unfamiliar arguments. Reason from premises and conclusion, not from memorised positions.

Prompt 73: Build a Synoptic Chain

Copy this prompt into your AI tool:

Challenge me to connect at least three different GCSE Religious Studies topics into a single chain of reasoning about [theme, e.g. how arguments about God's existence relate to ethical theory and religious practice]. Push me to make each link explicit.

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

How to use it well: Top candidates connect topics. Practise building chains: argument → doctrine → ethical implication → applied case.

Prompt 74: Apply a Theory to a New Case

Copy this prompt into your AI tool:

Take [theory, e.g. situation ethics] and give me a moral case I won't have studied — an unusual contemporary issue — where I have to apply it. Then judge whether I applied it correctly.

What this helps you practise: Transferring an ethical theory beyond the example you learned it with.

How to use it well: Real understanding is shown by transfer. If you can only use a theory in its original example, you don't fully own it yet.

Prompt 75: Critique a Theological Position

Copy this prompt into your AI tool:

Describe a theological position on [topic, e.g. predestination, or atonement]. Ask me to identify its strengths, weaknesses, scholarly critics, and internal tensions. Then evaluate my critique.

What this helps you practise: Building the theological-evaluation skill examiners reward heavily.

How to use it well: Top-grade critique names the internal tension within a position, not just external objections.

Prompt 76: Predict and Justify

Copy this prompt into your AI tool:

Set me a scenario about [topic, e.g. how a Kantian would respond to a novel autonomous-driving dilemma] and ask me to predict the position, then justify it with the theory. Tell me whether my reasoning, not just my prediction, was sound.

What this helps you practise: Reasoning forward from a theory to its applied judgement.

How to use it well: In application questions the justification scores, not the prediction. Always explain the theory behind your answer.

Prompt 77: Investigate an Open Question

Copy this prompt into your AI tool:

Pose me a genuinely open philosophical question related to [topic, e.g. 'can the existence of God be rationally proved?'] — one where you explore possibilities with me rather than giving a single answer — and challenge my reasoning at each step.

What this helps you practise: Practising the exploratory thinking behind the hardest essays.

How to use it well: Sit with open questions rather than rushing to one answer. The ability to reason through uncertainty is what top-band essays show.

Prompt 78: Connect to a Contemporary Debate

Copy this prompt into your AI tool:

Link [topic] to a contemporary debate — for instance the role of AI in moral decision-making, religious freedom in pluralistic societies, or end-of-life ethics — and ask me application questions that use that context.

What this helps you practise: Seeing how textbook RS shows up in real contemporary discourse.

How to use it well: Examiners reward use of contemporary application. Memorise three or four contemporary debates per topic.

Prompt 79: Compare Two Thinkers

Copy this prompt into your AI tool:

Pick two thinkers — for example Aquinas and Kant on moral law, or Hume and Plantinga on the problem of evil — and ask me to compare them on [theme]. Mark me on the depth of comparison and the use of evidence.

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

How to use it well: Always link the comparison back to the debate. Comparison alone scores less than comparison driven by a position.

Prompt 80: Interpret an Unfamiliar Text

Copy this prompt into your AI tool:

Show me (in words) an unfamiliar short text extract from [topic] — for example, a passage by a scholar I haven't studied. Ask me to interpret it, identify the position it advances, and place it in the debate. Then tell me what I read well and what I missed.

What this helps you practise: Reading unfamiliar texts using underlying RS knowledge, not memory.

How to use it well: Unseen texts test whether you understand the debate or just memorised positions. Reason from what the text says, not what you expected.

Prompt 81: Reason Across Components

Copy this prompt into your AI tool:

Ask me a question that requires me to reason from philosophy of religion through ethics to the study of religion for [topic]. Judge whether I kept the chain of reasoning intact across components.

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

How to use it well: Keeping a chain coherent across components is a high-level skill. Practise it deliberately.

Prompt 82: Design an Argument

Copy this prompt into your AI tool:

Ask me to construct an argument for [position, e.g. that the moral argument succeeds]. Require me to state the premises, the inferential moves, the supporting scholars, and the strongest objection. Then critique my argument.

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

How to use it well: Designing arguments from scratch tests whether you understand how a position is built — exactly what evaluation questions need.

Prompt 83: Challenge My Argument

Copy this prompt into your AI tool:

I'll advance an argument about [topic, e.g. that the existence of evil disproves God's existence]. Your job is to challenge it — find the missing evidence, the weak premise, or the better counter-argument — and push me to defend or revise my position.

What this helps you practise: Strengthening arguments by stress-testing them.

How to use it well: Having your argument challenged is uncomfortable and valuable. A thesis that survives scrutiny is one you can defend in the exam.

Prompt 84: Choose the Right Theory

Copy this prompt into your AI tool:

Give me a moral case and ask me which ethical theory best resolves it (natural law, utilitarianism, Kantian ethics, virtue ethics, situation ethics). Ask me to justify the choice, then tell me if I'm right and why.

What this helps you practise: Applying judgement to choose the ethical theory that fits the case.

How to use it well: Different cases suit different theories. Practise stating why each theory fits or doesn't fit a given case.

Prompt 85: Debate an Applied Ethical Issue

Copy this prompt into your AI tool:

Set me an evaluative question on a contested applied issue — for example, euthanasia, business ethics, or the use of AI in warfare. Mark me on whether I presented a balanced argument from multiple ethical theories and reached a justified conclusion.

What this helps you practise: Building the balanced, evidence-based judgement applied-ethics questions need.

How to use it well: Applied-ethics questions want multiple theories and a reasoned verdict. Avoid one-sided lists — weigh the theories and conclude.

Prompt 86: Solve a Novel Synoptic Problem

Copy this prompt into your AI tool:

Give me a question on [topic] that I can only answer well by combining knowledge of two separate areas — for example, the problem of evil AND religious experience. Don't tell me which areas — let me work it out, then review my approach.

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

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

Prompt 87: Apply Synoptic Thinking to a Doctrine

Copy this prompt into your AI tool:

Pick a single doctrine — for example, the Trinity, the resurrection, or the soul — and ask me to analyse it synoptically across philosophy, ethics and theology. Mark how well I integrated the different strands.

What this helps you practise: Integrating multiple components around a single doctrine.

How to use it well: Doctrines are natural cross-topic hooks. Tracing one across components rehearses exactly the linkage examiners reward.

Prompt 88: Run a Critical Re-Reading

Copy this prompt into your AI tool:

Give me a passage from a classic RS text on [topic] and ask me to re-read it critically: what assumptions does it make, what evidence does it draw on, what does it ignore? Then evaluate my critical re-reading.

What this helps you practise: Building the critical-reading skill that lifts text-based answers.

How to use it well: Critical re-reading shows you read a text as a position, not as authority. Always ask what the text assumes.

T

Transform

Learning that isn't reviewed is learning that fades. The Transform stage uses AI to help you reflect on how you studied, log your mistakes, plan your next session, and schedule spaced reviews — turning effort today into memory that lasts to the exam.

Prompt 89: Review the Session

Copy this prompt into your AI tool:

Summarise what I worked on in this session on [topic]. Tell me what now looks secure, what's still shaky, and what I should revisit — and schedule reviews at widening intervals (1 day, 3 days, 7 days, 14 days) — this is the rhythm the cognitive-science research on spacing shows beats forgetting.

What this helps you practise: Consolidating a session and planning the right review timing.

How to use it well: Ending each session with a review-and-schedule step is what turns effort into lasting memory.

Prompt 90: Build a Spaced-Repetition Schedule

Copy this prompt into your AI tool:

Help me build a spaced-repetition schedule for [topic] running up to my exam on [date]. Space the reviews so I revisit each topic at widening intervals, and tell me what to do on each review day.

What this helps you practise: Scheduling reviews at the intervals that beat forgetting.

How to use it well: Spacing is one of the most powerful study principles there is. A schedule removes the guesswork and the cramming.

Prompt 91: Build an Error Log

Copy this prompt into your AI tool:

Help me set up an error log for GCSE Religious Studies. Give me a simple structure to record each mistake (question, my answer, the correct argument, the cause: missing scholar, generic evaluation, misattribution). Then take this mistake I just made — [describe it] — and show me how to log it.

What this helps you practise: Turning mistakes into a targeted, personal revision resource.

How to use it well: Your errors are the most efficient thing you can revise. A good log makes sure you actually learn from each one.

Prompt 92: Plan Tomorrow from Today's Gaps

Copy this prompt into your AI tool:

Based on the gaps we found in today's session — [list them] — build me a focused plan for tomorrow's revision: what to do, in what order, and how long on each, with the biggest weakness first.

What this helps you practise: Converting today's diagnosis directly into tomorrow's action.

How to use it well: A plan built from real diagnosed gaps beats a generic timetable every time. Let the evidence drive the plan.

Prompt 93: Run a Metacognitive Check

Copy this prompt into your AI tool:

Ask me reflective questions about how I just studied [topic]: did I write argument paragraphs, did I memorise scholar quotations, did I rehearse counter-arguments, or did I just re-read? Then suggest one change to my method.

What this helps you practise: Becoming aware of, and improving, how you study.

How to use it well: Studying smarter starts with noticing how you study now. One honest change per week compounds quickly.

Prompt 94: Set Up a Progress Tracker

Copy this prompt into your AI tool:

Help me create a simple progress tracker for GCSE Religious Studies: a list of all my topics with a confidence rating for each that I can update over time. Suggest how often to revisit and update it.

What this helps you practise: Keeping a clear, evolving picture of where you stand.

How to use it well: A tracker stops you over-revising comfortable topics and neglecting weak ones. Update it honestly after each session.

Prompt 95: Find My Recurring Mistakes

Copy this prompt into your AI tool:

Here are several mistakes I've made recently: [paste or describe them]. Look for the pattern — is there a recurring type of error (missing scholar, weak evaluation, misattribution, no counter-argument) — that I keep repeating?

What this helps you practise: Spotting the systematic weakness behind scattered errors.

How to use it well: Individual mistakes are noise; the pattern is signal. Fixing one recurring flaw can lift marks across many questions.

Prompt 96: Plan a Timetable to the Exam

Copy this prompt into your AI tool:

Work backwards from my exam date [date] to build a realistic GCSE Religious Studies revision timetable across all my topics: [list]. Build in review days, weak-topic time, scholar-quote consolidation, and full timed past-paper practice near the end.

What this helps you practise: Turning a daunting syllabus into a paced, finishable plan.

How to use it well: Working back from the exam date keeps the plan realistic. Protect the review and past-paper days.

Prompt 97: Analyse a Mock Paper

Copy this prompt into your AI tool:

Here are my results and the questions I dropped marks on in a recent mock: [paste]. Help me analyse it: which AO cost me the most marks, and what I should prioritise as a result.

What this helps you practise: Mining a mock for everything it can tell you, AO by AO.

How to use it well: Tracking marks by AO shows whether to revise content (AO1) or evaluation (AO2).

Prompt 98: Turn Weaknesses into a To-Do List

Copy this prompt into your AI tool:

Take everything we've identified as weak across my recent sessions — [summarise] — and turn it into a concrete, prioritised to-do list of specific revision actions, not vague intentions (for example: 'memorise three quotations each for natural law and situation ethics').

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

How to use it well: 'Revise ethics' is vague; 'write three timed essays on Kantian ethics and log evaluation faults' is an action.

Prompt 99: Build a Scholar Bank

Copy this prompt into your AI tool:

Help me build and maintain a scholar bank for GCSE Religious Studies: for each topic, three or four named scholars with one-line positions and a short quotation each. Test me on retrieving them under exam-style prompts.

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

How to use it well: Three or four well-chosen scholars per topic, used confidently and accurately, distinguishes a top-band essay.

Prompt 100: Consolidate the Week

Copy this prompt into your AI tool:

It's the end of my study week. I covered [list topics]. Run a consolidation: a quick mixed quiz across all of them, a note of what improved and what's slipping, and a plan for what next week should prioritise.

What this helps you practise: Closing each week with review, reflection, and re-planning.

How to use it well: A weekly consolidation stops topics quietly fading and keeps your plan responsive to how you're actually progressing.

Final Closing Note

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

Remember: the goal was never to rely on AI for answers. It was to use AI as a tool to test, challenge, and strengthen your own understanding. The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each gap you found, each explanation you improved, and each mistake you corrected has strengthened your thinking.

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

Approach your exams calmly. Think carefully. Write clearly. You are more prepared than you think.

Using AI Beyond This Book

The prompts in this book are starting points, not final forms. As you grow more confident, begin to modify them:

- Add constraints, for example “limit your answer to three key points”.
- Increase the difficulty gradually as you improve.
- Ask the AI to challenge your reasoning rather than agree with it.
- Request alternative explanations when the first doesn't click.
- Ask it to critique your thinking instead of handing you the answer.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking. Treat AI as a tutor, not a shortcut. The skill of asking better questions will keep mattering long after these exams are over.

About the Velvet Method

The Velvet Method is a study system built by teachers who believe that AI, used well, can give every student the kind of personalised support that was once the preserve of expensive private tutoring.

Our resources are designed around cognitive science — retrieval practice, spaced repetition, schema-building, and metacognition — and around a single principle: AI should strengthen a student's thinking, never replace it.

Explore the full series of subject guides, free revision games and tools, and the Velvet Method course at aistudymethod.co.uk.

The Velvet Method Series

The 100 AI Prompts series supports students across GCSE, A-Level and IB DP. Every title is free to download.

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- English Literature
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Computer Science
- Economics
- Business Studies
- Religious Studies
- Psychology
- French
- Spanish
- German

A-Level

- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
- Psychology
- Computer Science
- Politics
- Business

IB DP

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
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- Chemistry
- Biology
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