

ECLASSOPEDIA

presents

IB for Parents

Complete Beginner Guide

2026 Edition

Everything You Need to Know to Support Your Child's IB Journey

A Message from Eclassopedia

Welcome to one of the most important educational journeys your family can embark on together. If your child has enrolled in — or is considering — the International Baccalaureate (IB) programme, you have made a decision that has the potential to shape their academic future, their character, and their outlook on the world in truly profound ways.

At Eclassopedia, we have worked with thousands of IB students and their families across the globe. Time and again, we hear from parents: 'I wish someone had explained this to me at the beginning.' This guide is our answer to that wish. Written in clear, plain language — free of jargon — this 2026 edition is designed to give you a complete, honest, and practical understanding of the IB from a parent's perspective.

You do not need to have attended an IB school yourself. You do not need a teaching degree. You simply need the willingness to understand what your child is experiencing, and the desire to support them effectively. That is exactly what this guide will help you do.

We believe that when parents are informed and engaged, students thrive. Let us begin.

— The Eclassopedia Team, 2026

Section 1: What Is the International Baccalaureate?

1.1 A Brief History

The International Baccalaureate was founded in Geneva, Switzerland in 1968. Its original purpose was to provide a rigorous, internationally recognised qualification for the children of diplomats, military families, and other globally mobile populations who frequently moved between countries. The founding educators wanted a curriculum that transcended national boundaries — one that would be recognised by universities everywhere and that would prepare students not just academically, but as global citizens.

Today, more than 55 years later, the IB serves over 1.95 million students in more than 5,700 schools across 159 countries. What began as a solution for international families has become one of the most respected and sought-after educational frameworks in the world, adopted by both international schools and top national institutions alike.

1.2 The Four IB Programmes

The IB is not a single course or qualification — it is a family of four interconnected programmes designed to take students from early childhood all the way through to university entrance. Understanding which programme your child is in (or moving toward) is the first step.

Programme	Age Range
Primary Years Programme (PYP)	Ages 3–12

Middle Years Programme (MYP)	Ages 11–16
Diploma Programme (DP)	Ages 16–19
Career-related Programme (CP)	Ages 16–19

Most parents encounter the IB at the Diploma Programme level, which is the stage most directly connected to university admissions. However, students who have followed the IB pathway from PYP or MYP are often exceptionally well prepared for the demands of the Diploma Programme. This guide will give appropriate attention to all four stages.

Key Insight

The IB is not just about academic achievement. It is a holistic framework that explicitly values international mindedness, compassion, creativity, and the development of lifelong learners. Academic excellence and personal growth are considered equally important.

1.3 The IB Mission and Learner Profile

The IB's mission statement reads: 'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.'

To put this mission into practice, the IB defines the IB Learner Profile — a set of ten attributes that all IB programmes aim to cultivate. As a parent, you will hear these words repeatedly throughout your child's IB journey:

- Inquirers — developing natural curiosity and a love of learning
- Knowledgeable — exploring concepts across a broad range of disciplines
- Thinkers — applying critical and creative thinking to complex problems
- Communicators — expressing ideas confidently in multiple languages and forms
- Principled — acting with integrity and a strong sense of ethics
- Open-minded — appreciating perspectives, values, and traditions different from their own
- Caring — showing empathy and making a positive difference in the lives of others
- Risk-takers — approaching unfamiliar situations with courage and forethought
- Balanced — understanding the importance of physical, intellectual, and emotional wellbeing
- Reflective — thoughtfully considering their own learning and personal development

These are not marketing terms. They are embedded into assessment criteria, teacher feedback, project briefs, and classroom discussions. You will notice them on your child's reports and hear them in parent evenings. Understanding what they mean helps you speak your child's educational language.

Section 2: The Primary Years Programme (PYP)

2.1 What Is the PYP?

The Primary Years Programme (PYP) serves students aged 3 to 12, typically from Nursery through to Grade 5 or Year 6 depending on the school's structure. If your child is in primary school at an IB World School, they are following the PYP. It is the foundation upon which everything else is built.

The PYP is a transdisciplinary programme — meaning that instead of teaching subjects in rigid isolation, it weaves them together around big questions about the world. A single unit of inquiry might simultaneously involve mathematics, language arts, science, social studies, and the arts, all exploring a central question such as 'How do communities respond to change?' or 'What is the relationship between form and function?'

2.2 Units of Inquiry: The Heart of PYP Learning

The curriculum is organised around six Transdisciplinary Themes, each of which your child will explore every year at increasing levels of complexity:

- Who We Are — identity, relationships, beliefs, values, and health
- Where We Are in Place and Time — history, geography, exploration, and civilisation
- How We Express Ourselves — creativity, language, culture, and the arts
- How the World Works — science, natural phenomena, technology, and how things function
- How We Organize Ourselves — systems, communities, economic activity, and governance
- Sharing the Planet — rights, responsibilities, the environment, and global issues

Each theme is explored through a Unit of Inquiry — a period of structured investigation that typically lasts four to six weeks. Your child's teacher will give you information about the current unit through a Parent Information Sheet at the start of each inquiry. Reading these carefully will help you have meaningful conversations with your child at home.

Eclassopedia Tip: Ask your child's teacher for the Unit of Inquiry planner at the start of each new unit. This document tells you the Central Idea being explored, the Lines of Inquiry, and the key concepts involved. It is an invaluable tool for supporting your child's learning at home.

2.3 The PYP Exhibition

In their final year of PYP (typically Grade 5 or Year 6), students undertake the PYP Exhibition — a major collaborative inquiry project that represents the culmination of their primary IB journey. Students work in groups to identify a real-world issue that matters to them, conduct extended research, connect their findings to one of the Transdisciplinary Themes, and present their findings to the school community.

This is an exciting and significant milestone. Students develop the Exhibition over several months, and parental support — attending their presentations, helping them access resources, and simply

listening to their ideas — can make a significant difference. The Exhibition is assessed internally and is not an external examination, but it is taken very seriously as a demonstration of the IB Learner Profile attributes in action.

Section 3: The Middle Years Programme (MYP)

3.1 An Overview of the MYP

The Middle Years Programme covers students aged 11 to 16, spanning five years (MYP 1 through MYP 5). It bridges the relatively open, inquiry-based world of the PYP and the highly structured, examination-oriented environment of the Diploma Programme. The MYP is often described as the programme that 'teaches students how to learn.'

In the MYP, students study eight subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design. Interdisciplinary learning remains central — students are frequently asked to make connections between subject areas, and Interdisciplinary Units (IDUs) are formally built into the programme.

3.2 Assessment in the MYP

MYP assessment is criterion-related, which means students are evaluated against a set of established criteria rather than simply ranked against each other. Each subject has four assessment criteria, and students receive a score from 0 to 8 for each criterion. These scores combine to produce a final grade on the IB 1–7 scale.

There are no traditional examinations in the early years of the MYP. Instead, assessment is carried out through classwork, projects, essays, presentations, and internal examinations. In MYP 4 and 5, however, students may sit eAssessments — externally marked digital examinations — if their school offers the IB MYP Certificate.

Important for Parents

The MYP does not rank students against each other. A student who scores a 7 has demonstrated mastery against the criteria — it does not depend on how well or poorly their classmates performed. This is very different from norm-referenced systems where only a fixed percentage can achieve top grades. The focus is on each individual's growth.

3.3 The Personal Project

The Personal Project is the MYP's equivalent of the PYP Exhibition — a major, independent inquiry-based project completed in MYP 5 (the final year). Unlike the Exhibition, which is collaborative, the Personal Project is entirely individual. Each student selects their own topic, sets their own goals, and produces both a product and a detailed process journal.

Personal Projects have included students writing novels, composing musical scores, designing mobile applications, building charitable organisations, creating documentary films, and constructing physical products such as furniture or traditional garments. The scope is deliberately left open so that students pursue something that genuinely matters to them.

Your role as a parent during the Personal Project is one of encouragement and logistics — helping your child access materials, meet deadlines, and manage their time — rather than active academic involvement. The project must be the student's own work, and supervisors monitor this carefully.

Section 4: The IB Diploma Programme (DP) — In Depth

4.1 What Makes the DP Special?

The IB Diploma Programme is the flagship of the IB family and the qualification that carries the greatest weight in university admissions globally. It is an academically demanding two-year programme taken in Grades 11 and 12 (or Years 12 and 13), designed for students aged 16 to 19.

The DP is structured around a hexagonal model — six subject groups arranged around three core components. Students choose one subject from each group, creating a balanced programme that covers languages, humanities, sciences, mathematics, and the arts. This structure ensures that no IB graduate can specialise so narrowly that they lose breadth of knowledge. A student who loves physics still studies literature. A student passionate about history still engages with mathematics.

4.2 The Six Subject Groups

Subject Group	Examples of Subjects Offered
Group 1: Studies in Language & Literature	Language A: Literature, Language & Literature
Group 2: Language Acquisition	French, Spanish, Mandarin, Arabic (at various levels)
Group 3: Individuals & Societies	History, Economics, Psychology, Geography, Philosophy
Group 4: Sciences	Biology, Chemistry, Physics, Environmental Systems
Group 5: Mathematics	Mathematics: Analysis & Approaches; Applications & Interpretation
Group 6: The Arts	Visual Arts, Theatre, Music, Film, Dance

Students choose three subjects at Higher Level (HL) and three at Standard Level (SL). Higher Level subjects require approximately 240 hours of classroom instruction, while Standard Level subjects require approximately 150 hours. The distinction is significant: HL subjects go deeper, cover more material, and carry more weight in university requirements.

Eclassopedia Tip: When helping your child choose their subjects, encourage them to think about university requirements first. Many competitive university programmes specify minimum HL scores in particular subjects. For example, engineering programmes typically require HL Mathematics and a science; medicine programmes often require HL Chemistry and Biology. Research this before subject choices are finalised — changing after the course begins is difficult and disruptive.

4.3 The Three Core Components

At the heart of the Diploma Programme are three core components that are compulsory for all students regardless of subject choices. These are what truly distinguish the IB from other pre-university qualifications:

Theory of Knowledge (TOK)

TOK is a unique course unlike anything in most other educational systems. It is an epistemological inquiry — a course about the nature of knowledge itself. Students explore questions such as: How do we know what we know? What counts as evidence? How do different ways of knowing (reason, emotion, intuition, language, memory) operate in different disciplines?

TOK is assessed through an oral presentation (or Exhibition in 2022 onwards) and a 1,600-word essay. The essay title is chosen from a prescribed list released by the IB each year, and the best TOK essays demonstrate genuine philosophical depth and a willingness to challenge comfortable assumptions. The course contributes up to 3 additional points to the student's total score alongside the Extended Essay.

Many students find TOK frustrating at first — there are no 'right answers,' and the course deliberately resists simple conclusions. However, students who engage with it deeply emerge as more disciplined thinkers. TOK discussions frequently come up years later in university seminars and professional life.

The Extended Essay (EE)

The Extended Essay is a 4,000-word independent research essay on a topic of the student's choosing within an IB subject area. It is supervised by a teacher-mentor at the school, but the research, structure, and writing are entirely the student's own work. The process typically takes 40 hours spread across the two years of the Diploma Programme.

The EE provides students with their first taste of genuine university-level independent research. Students must formulate a focused research question, conduct primary or secondary research, critically analyse their findings, and present a structured academic argument. The range of topics is extraordinary: students have written Extended Essays on the economics of micro-financing in rural India, the mathematical patterns in traditional Islamic art, the chemistry of artisanal chocolate production, and the portrayal of feminism in Victorian literature.

Universities — particularly those in the UK, US, and Australia — frequently cite the Extended Essay as one of the most valuable aspects of the IB, noting that students who complete it are significantly better prepared for the demands of undergraduate research.

Creativity, Activity, Service (CAS)

CAS is the heart of the IB's commitment to the whole student. It is not an academic subject — there are no examinations, no essays, and no grades. Instead, students document a portfolio of activities across three strands over the two years of the Diploma Programme:

- Creativity — engaging in the arts and creative thinking; for example, learning a new instrument, producing a school play, designing a website, or creating an original art series
- Activity — physical activity and a healthy lifestyle; for example, joining a sports team, taking up rock climbing, training for a marathon, or practising yoga
- Service — unpaid and voluntary service to the community; for example, tutoring younger students, volunteering at a local hospital, organising a food drive, or initiating an environmental project

CAS is assessed through reflection rather than performance. Students maintain a CAS journal and participate in interviews with their CAS coordinator. The key is genuine engagement and honest self-reflection — not a checklist of activities ticked off. Students who fail to complete CAS cannot receive the IB Diploma, regardless of their academic performance. This is non-negotiable.

How Parents Can Help with CAS

You can support your child's CAS journey by encouraging them to pursue interests genuinely, by helping them identify service opportunities in your community, and by reminding them to document their experiences as they go. Many students leave CAS journaling to the last minute — regular, honest reflection throughout is far more valuable than retrospective summaries.

4.4 Grading and Scoring in the DP

The IB Diploma is scored on a scale from 24 to 45 points. Here is how the points are calculated:

- Each of the six subjects is graded from 1 (minimum) to 7 (maximum)
- Six subjects × 7 points = 42 subject points maximum
- Up to 3 additional points are awarded based on combined performance in Theory of Knowledge and the Extended Essay
- Total maximum score: 45 points

Score Range	University Competitiveness
40–45 points	Outstanding — top global universities
35–39 points	Excellent — very competitive globally
30–34 points	Strong — competitive for most universities
24–29 points	Pass — fulfils basic requirements

Below 24 points	Diploma not awarded
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To be awarded the IB Diploma, students must also meet several conditions: scoring at least 12 points in HL subjects, no grade of 1 in any subject, satisfactory completion of CAS, and submission of both the TOK and Extended Essay components. Even a student with high subject scores can fail to receive the Diploma if these conditions are not met.

Eclassopedia Tip: Many parents focus entirely on predicted grades and overlook the non-negotiable conditions. Remind your child that failing to submit the Extended Essay, receiving a failing grade in TOK, or not completing CAS will prevent them from receiving the Diploma — regardless of their marks in their six subjects.

Section 5: The Career-related Programme (CP)

5.1 Overview of the CP

The Career-related Programme is the IB's newest offering, designed for students aged 16 to 19 who wish to combine academic rigour with vocational or career-focused learning. The CP allows students to take a minimum of two Diploma Programme courses alongside a Career-related Study — a professional or technical qualification specific to a field such as business, healthcare, engineering, creative arts, or information technology.

The CP is an excellent option for students who have a clear career direction and want a qualification that combines theoretical depth with practical skills. It is not a 'lesser' version of the Diploma Programme — it is a different route, suited to different learners with different goals. Universities and employers increasingly recognise the CP as a mark of genuine career readiness combined with strong academic foundations.

5.2 CP Core Components

In addition to their DP courses and Career-related Study, CP students complete four core components: a Personal and Professional Skills course, Service Learning (similar to CAS), a Reflective Project (similar to the Extended Essay), and a Language Development requirement. These components ensure that CP graduates are not only skilled in their vocational area but are also thoughtful, communicative, and globally aware individuals.

Section 6: University Recognition of the IB

6.1 Global University Acceptance

The IB Diploma is recognised by universities in over 100 countries. Major universities worldwide explicitly list IB entry requirements alongside national qualifications, and many have dedicated admissions policies for IB applicants. Understanding how the IB is assessed in university admissions processes is crucial for planning your child's future.

6.2 IB and UK Universities

In the United Kingdom, the IB is highly regarded by all Russell Group universities including Oxford, Cambridge, Imperial College, LSE, and UCL. Typical offers are expressed in IB total points combined with specific subject requirements. For example, Oxford's Mathematics course may ask for 39 points overall with 7, 6, 6 at Higher Level including HL Mathematics. UK universities often prefer IB students for their breadth of preparation — a Biology applicant who also studied Literature and History is considered a more rounded candidate than a narrow specialist.

6.3 IB and US Universities

In the United States, IB diplomas are valued alongside AP qualifications. Many American universities offer course credit for HL subjects with scores of 5, 6, or 7 — meaning an IB student may enter university with the equivalent of a semester or more of credit already earned. Ivy League institutions and top liberal arts colleges actively recruit IB students, appreciating the alignment between the IB's interdisciplinary values and the broad-based US liberal arts tradition.

6.4 IB and Universities in India, Australia, and Beyond

In India, the Association of Indian Universities (AIU) grants equivalence to the IB Diploma, and an increasing number of premier institutions including IITs and IIMs accept IB scores. In Australia, each state has a conversion system that translates IB scores into ATAR-equivalent scores for university admissions. In Canada, Europe, and Southeast Asia, the IB is similarly embedded in admissions frameworks. If you are considering universities in a specific country, always check that country's current IB recognition guidelines, as policies can evolve.

Eclassopedia Advice

Keep a record of predicted grades and actual grades for each subject. When your child applies to universities, predicted grades form the basis of conditional offers. Strong predicted grades — supported by a track record of consistent achievement in internal assessments — are essential for competitive applications. Work with your child's school to understand how predicted grades are determined.

Section 7: How to Support Your IB Child at Home

7.1 Understanding the IB Workload

It would be dishonest to pretend that the IB is not demanding. It is. Students in the Diploma Programme routinely describe it as the most challenging two years of their academic lives. The combination of six subjects, extended essays, CAS commitments, and TOK reflections means that time management is not a luxury — it is a survival skill.

As a parent, your first and most important role is to acknowledge the difficulty without catastrophising it. Yes, it is hard. Yes, your child will feel overwhelmed at times. This is normal and, managed well, is actually one of the most valuable learning experiences the IB provides. Students who complete the IB programme emerge with extraordinary resilience, self-discipline, and capacity for independent work.

7.2 Practical Ways to Help

Create a Productive Study Environment

Ensure your child has a dedicated study space that is quiet, well-lit, and free from unnecessary distractions. Discuss boundaries around phone use during study sessions — research consistently shows that the mere presence of a smartphone reduces cognitive capacity, even when the phone is face-down and silent. Invest in a quality desk, good lighting, and any necessary stationery or digital tools. Small environmental improvements can have significant effects on concentration and productivity.

Support Time Management Without Managing Time for Them

One of the most common mistakes IB parents make is managing their child's schedule for them. While the impulse to help is understandable, students who do not learn to manage their own time will struggle severely at university. Instead, discuss planning strategies, encourage the use of a physical or digital planner, and be available to help them think through priorities — but resist the urge to create the plan yourself.

Engage with Their Learning

You do not need to understand chemistry or higher-level mathematics to engage meaningfully with your child's studies. Ask them to explain what they are studying to you. When a student teaches a concept to someone else, they deepen their own understanding — this is a well-documented learning strategy known as the protege effect. Ask open questions: 'What is the most interesting thing you learned this week?' 'What is your TOK essay arguing?' 'What has surprised you about your Extended Essay research?'

Be Alert to Stress and Wellbeing

The IB places high demands on young people at a particularly complex stage of their development. It is essential that parents monitor their child's mental and emotional wellbeing throughout the programme. Warning signs that intervention may be needed include: persistent sleep deprivation, social withdrawal, declining appetite, loss of interest in previously enjoyed activities, excessive anxiety about grades, and physical symptoms such as frequent headaches or stomach aches.

If you notice these signs, speak with your child's IB coordinator, school counsellor, or a healthcare professional. Many schools have dedicated wellbeing support for IB students. The IB itself has published guidance on student wellbeing, recognising that academic achievement and mental health are inseparable.

Eclassopedia Tip: The IB encourages a 'balanced' learner — one of the ten Learner Profile attributes. Model balance yourself. Demonstrate that you value exercise, rest, relationships, and leisure alongside academic work. Children absorb parental attitudes toward wellbeing far more than they absorb advice.

7.3 Understanding Internal Assessments (IAs)

Internal Assessments are coursework components that are marked by teachers but externally moderated by the IB. They are a significant component of the final grade — in many subjects, IAs account for 20% to 30% of the total grade. IAs take different forms in different subjects: a lab report in Chemistry, an oral commentary in Language A, a portfolio of work in Visual Arts, an economics commentary in Economics, or a mathematical exploration in Mathematics.

As a parent, you can support your child during IAs by ensuring they understand the assessment criteria (which are publicly available on the IB website), helping them access resources, and proofreading final drafts for clarity and grammar — but not for academic content. Teachers are very experienced at identifying submissions that have received excessive parental input, and academic honesty is taken extraordinarily seriously in the IB.

7.4 Preparing for IB Examinations

IB examinations take place in May (and November in the southern hemisphere) in the final year of the Diploma Programme. Unlike many national examination systems, IB exams test higher-order thinking — students must analyse, evaluate, synthesise, and apply knowledge rather than simply recall facts.

Effective revision strategies for IB exams include: studying past papers under timed conditions, practising essay structures using the command terms the IB uses (analyse, evaluate, compare and contrast, examine, to what extent, etc.), using examiner reports to understand what high-scoring answers include, and focusing revision on the specific content of syllabus points rather than general overviews.

Eclassopedia offers a comprehensive range of IB revision resources, including subject-specific past paper practice, examiner-designed mock papers, concept summaries, and personalised tutoring. Visit www.eclassopedia.com to explore our 2026 IB preparation programmes.

Section 8: IB Academic Integrity — What Every Parent Must Know

8.1 The IB and Academic Honesty

The IB maintains an exceptionally rigorous academic integrity policy. Breaches of academic honesty — including plagiarism, use of unauthorised materials in examinations, misrepresenting IA data, and assisting another student in producing dishonest work — can result in a student being permanently disqualified from receiving the IB Diploma and being barred from sitting IB examinations in the future.

In 2024 and 2025, the IB significantly strengthened its use of artificial intelligence detection tools. Students must now declare the extent to which they have used AI assistance in any submitted work, and any undeclared use is treated as a form of academic dishonesty. The policies around AI are evolving rapidly, and we recommend consulting your school's current guidance.

8.2 What Parents Should and Should Not Do

Parents sometimes inadvertently cross the line between support and academic dishonesty. Here is a clear guide:

Appropriate Parental Support	Not Appropriate (Considered Dishonest)
Proofreading for grammar and clarity	Rewriting or substantially editing content
Helping your child find sources and resources	Summarising or interpreting sources for your child
Discussing and exploring ideas together	Structuring their argument or outline for them
Encouraging them to meet with their supervisor	Communicating with supervisors on academic matters
Reviewing the IB assessment criteria with them	Evaluating how well their work meets criteria for them

Eclassopedia Tip: If you are ever in doubt about whether your involvement in your child's work is appropriate, ask yourself: 'Am I doing the intellectual work, or is my child?' The answer to that question is the answer to your question about appropriateness.

Section 9: Frequently Asked Questions from IB Parents

Q: My child is struggling with one subject. Should they drop to a different level?

This is one of the most common questions we receive. The decision to move from HL to SL — or vice versa — should be made in close consultation with the subject teacher, the IB coordinator, and your child. Moving from HL to SL is sometimes the right decision, particularly if the subject is not

required at HL for your child's intended university programmes. However, moving prematurely, before giving the student time to adjust to the demands of the course, is often regretted. Many students who struggle in their first term adapt and perform very well by the end of Year 1. Give the process time and trust the data.

Q: How do predicted grades work, and can we appeal them?

Predicted grades are submitted by teachers to the IB in April of the final year, shortly before examinations. They are based on internal assessment performance, mock examination results, and teacher professional judgement. Universities use predicted grades to make conditional offers. If your child believes their predicted grade does not reflect their true capability, they should speak with their teacher and IB coordinator as soon as possible — ideally after mock examinations. Schools have internal processes for reviewing predictions, but these are the school's professional judgement and there is no formal appeal mechanism directly with the IB for predicted grades.

Q: What happens if my child is sick during examinations?

The IB has formal provisions for students who are ill during the examination period. Schools can apply for Adverse Circumstances consideration, which may result in adjusted grade boundaries or the use of predicted grades in place of examination scores. These applications must be made promptly by the school — parents should notify the school and IB coordinator immediately if a child cannot sit an examination due to illness. Documentation from a healthcare professional is essential.

Q: Is extra tutoring helpful, and how should we choose a tutor?

Extra tutoring can be tremendously beneficial for IB students, particularly for subjects where the internal teaching pace is fast or where specific skills — such as essay structure or mathematical problem-solving — need targeted development. Choose tutors who are familiar specifically with the IB curriculum and assessment criteria, not just the general subject. An excellent A-level tutor may not understand the specific command terms, assessment rubrics, and examiner expectations of the IB.

Eclassopedia's tutors are all IB-trained specialists who are familiar with current syllabi, past papers, and examiner guidance. Our tutoring programmes are designed to build both confidence and the specific skills that IB examiners are looking for.

Q: My child is considering both IB and A-levels. How do we decide?

This is a significant decision that deserves careful thought. The IB Diploma provides breadth — six subjects, TOK, EE, and CAS — while A-levels provide depth, allowing students to specialise in three or four subjects. Students who thrive in the IB tend to be those who enjoy intellectual breadth, are motivated by big-picture questions, and are capable of managing multiple demands simultaneously. Students who are intensely passionate about a single subject area and prefer to specialise deeply may find A-levels a better fit. Consider your child's learning style, their intended university destination, and the specific requirements of their intended course of study.

Section 10: How Eclassopedia Supports Your IB Journey

10.1 Our Mission

At Eclassopedia, our mission is simple: to give every IB student, regardless of their school's resources or geographic location, access to the highest quality IB support available. We were founded by IB educators, IB graduates, and learning specialists who believe that the quality of guidance a student receives should not be determined by the size of their school's budget or the wealth of their neighbourhood.

10.2 Our 2026 Services

- **Expert Tutoring:** One-to-one IB tutoring across all subjects and all year groups
- **Workshops:** Group workshops on Extended Essay writing, TOK essays, and subject-specific skills
- **Mock Exams:** IB-aligned mock examinations with detailed examiner-style feedback
- **Resource Library:** A comprehensive digital library of past papers, mark schemes, and study guides
- **Parent Support:** Parent information sessions and webinars to help families support their children effectively
- **Wellbeing Programme:** A dedicated student wellbeing programme developed in partnership with educational psychologists

10.3 Get in Touch

Whether your child is just beginning PYP or is in the final months of their Diploma Programme, the Eclassopedia team is here to help. Visit us at www.eclassopedia.com to explore our full range of 2026 programmes, or speak with one of our IB advisors who can help you identify exactly the support your child needs at this stage of their journey.

A Final Word for Parents

The IB can be one of the most transformative experiences of your child's educational life. It will challenge them, frustrate them, stretch them, and — ultimately — prepare them for the complexities of the world with a breadth, depth, and humanity that very few other programmes can match. Your engagement, understanding, and consistent support make an immeasurable difference. You do not need to have all the answers. You simply need to be present, curious, and encouraging. Eclassopedia is here to help with the rest. We wish your family every success in 2026 and beyond.

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