IB or A Levels?
A decision you can explain.

Student: _____ School options: _____
Intended school start / university entry years: _____

1. Student priorities

What does the student enjoy, sustain and want to improve? What recent work supports that view?

_____
_____

2. Course prerequisites

Record the degree, institution and entry year. Check required subjects, levels, grades, tests and language conditions.

_____
_____

3. Confirmed programme

Will each subject run? Are the levels, board, specification and option blocks confirmed?

_____
_____

4. Teaching and feedback

Who teaches the subjects and supervises projects? How often does the student receive actionable feedback?

_____
_____

5. Calendar and workload

Compare an ordinary and a peak week, including travel, projects, activities, rest and contingency.

_____
_____

Begin with degree prerequisites and confirmed subject availability. This worksheet is a planning aid; recognition and individual admission conditions require separate confirmation.

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6. Support and wellbeing

Ask about learning needs, pastoral support, access arrangements and a manageable response to overload.

_____
_____

7. Mobility and recognition

Check likely destinations, school-leaving equivalency, subject continuity and the relevant authorities.

_____
_____

8. Complete two-year cost

Include tuition, exams, resources, compulsory extras, travel and confirmed funding in the same currency.

_____
_____

9. Assessment and setbacks

Understand missed components, reviews, resits, carry-forward rules and possible effects on university timing.

_____
_____

10. Decision and next check

Let the student explain the choice. Record unresolved questions, responsible contacts and the next review date.

_____
_____

Our current choice: _____ Why it fits: _____
Outstanding check / responsible person / review date: _____