







***Course Overview***

An overarching aspiration of the DP Business Management Course is to help students build a holistic and integrated understanding of how the business world operates. For this, three building blocks are needed. The first being the concepts of change, culture, ethics, globalization, innovation and strategy. The second element incorporates the use of contexts, that is real life business case studies. Finally, there is the understanding and application of the theoretical framework or content of the course including the five units described in the overview below.

The intention is that students discuss issues businesses face with change, culture, ethics, globalization, innovation and strategy as a natural part of learning throughout the course. They will be directed to research actual businesses both in class and as part of their individual research (Internal Assessment). Conceptual questions emerge from, are motivated by, and can be responded to, through rigorous and in-depth work with business management tools, techniques and theories applied to case studies and examples.

***Learning Outcomes***

The aims of the Business Management course at HL and SL are to:

* Encourage students to develop a holistic view of the world of business
* Empower students to think critically and strategically about individual and organizational behaviour
* Promote the importance of exploring business issues from different cultural perspectives
* Enable students to appreciate the nature and significance of change in local, regional and global context
* Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
* Develop an understanding of the importance of innovation in a business environment

***Unit Overviews***

*Unit 1 –* Business organization and environment

**Approximate Length**: 11 weeks

###### In this first introductory unit, business management is set in context: students learn to analyze organizations’ internal environment (for example, stakeholders, strategic objectives and CSR) and external environment (for example, the impact of technological change and globalization). Unit 1 covers traditional business areas such as the different types of organization and the idea of economies of scale, but it also includes more contemporary topics such as the features of social enterprises, the nature of business activity in the quaternary sector and the distinction between entrepreneurship and intrapreneurship.

Both SL and HL students learn to apply fundamental strategy models such as social, technological, economic, environmental, political, legal and ethical (STEEPLE) analysis as well as the strengths, weaknesses, opportunities and threats (SWOT) analysis; HL students also learn to apply and evaluate more specific tools such as fishbone diagrams, decision-trees and force field analysis. However, given the importance of the overarching business themes introduced in unit 1, most content is common to both levels.

Incorporated concepts include:

* Change, Culture, Ethics, Globalization, Innovation and Strategy

*Unit 2 –* Human resource management

**Approximate Length**: 8 weeks

In this unit, students explore how businesses recruit, organize, develop and lead their arguably most important resource—their people. In unit 2, students also learn what motivates individuals to perform well at work. Given the pace of change in modern business, the unit looks at how structural changes and changes in the business environment or in key people impact on human resource management. Ethical considerations and cross-cultural understanding are particularly relevant for unit 2, and especially in examining global corporations that have a multinational workforce and diverse stakeholder groups.

Although cultural issues are addressed throughout this unit, HL students also examine organizational (corporate) culture as well as industrial/employee relations. This gives them more tools to analyze the relationship between different stakeholder groups as well as the role of individuals in a business.

Incorporated concepts include:

* Change, Culture, Ethics, Globalization, Innovation and Strategy

*Unit 3 –* Finance and accounts

**Approximate Length**: 11 weeks

Irrespective of their size, scope and sector, all organizations need robust accounting systems, making finance a core business function. In unit 3, students examine finance and accounts through both quantitative and qualitative methods. They learn how businesses represent themselves numerically through accounts; they also learn how to construct basic balance sheets and profit and loss accounts themselves. By the end of the unit, they will be able to explain the meaning of these accounts by calculating ratios (for example, gross profit margin, net profit margin and return on capital employed (ROCE)) and interpreting the results.

HL students explore aspects of finance and accounts in more depth through the study of further efficiency ratios, investment appraisals and budgets.

Incorporated concepts include:

* Change, Ethics, Innovation and Strategy

*Unit 4 –* Marketing

**Approximate Length**: 11 weeks

Marketing is an essential business function: it creates a bridge between an organization and its customers. In our everyday speech, the word *marketing* is often associated with advertisements and finding innovative ways of getting people to buy a product or service. However, unit 4 shows students that marketing is much more than that. Effective marketing requires consideration of everything from product quality to consumer perceptions and increasingly, engagement with people’s everyday lives to uncover needs that customers may not even be aware of themselves.

Both SL and HL students learn the marketing mix of the four Ps—the essential ingredients of marketing planning: product, price, promotion and place (distribution). At HL, this model is expanded to the seven Ps: students also explore how people, processes and physical evidence can be applied to the marketing of services. HL students also examine international marketing in greater depth. This gives them an appreciation for how marketing strategies and practices are both a reflection of and an influence on the culture in which they are applied.

Incorporated concepts include:

* Change, Culture, Ethics, Globalization, Innovation and Strategy

*Unit 5 –* Operations management

**Approximate Length**: 8 weeks

###### In this unit, students return to the fundamental rationale of business management: to make goods and services that meet consumers’ needs and wants. Without efficient operations leading to products and experiences customers are satisfied with, success in the other business functions is unsustainable. In unit 5, students learn how organizations manage their operations, whether in terms of achieving an optimal cost–quality ratio or the shortest supply chain; using the most ethical means or the latest innovative techniques; or applying the highest levels of quality assurance.

###### Unit 5 is the part of the business management course where the relative weight of the HL material is greatest. Both SL and HL students look at different production methods and their implications as well as different ways of organizing production. At HL, students explore additional areas such as lean production, quality management, and research and development.

Incorporated concepts include:

* Change, Culture, Ethics, Globalization, Innovation and Strategy

***Assessment***

Students will be evaluated using formative and summative assessments. The purpose of formative assessments and homework is to

prepare students for summative assessments. Formative assessments will take many forms with the goal of scaffolding the knowledge,

skills and the critical thinking required to successfully complete summative assessments. All summative assessments will be graded on

the 1-7 IB scale. All reports will reflect the IB 1-7 grading scale and will be based the best-fit approach to assessment.

Grade Boundaries for each summative will be published to students by the teacher after the summative assessments are graded.

***Paper 1 – external assessment (Pre-seen case study)***

**Assessment Description**:

* The pre-seen case study is provided by the IB three months before the examination session. The pre-seen case study describes a fictitious case study organization and its business situation. Teachers are advised to spend no more than three weeks on the pre-seen case study. The teacher support material gives further guidance on appropriate preparatory work with the pre-seen case study. Section A questions of paper 1 are based on the pre-seen case study.
* The pre-seen case study is the same for SL and HL students, although different questions could be set for each level.
* Additional stimulus material is provided on the day of the examination, giving students more information on the situation of the case study organization and decisions it is facing. Section B and section C (HL only) questions of paper 1 are primarily based on the additional stimulus material, although students are expected to draw on the pre-seen material where relevant. The additional stimulus material may be the same as, similar to, or different for SL and HL students, and some additional stimulus material is given for HL students only.
* The purpose of the pre-seen case study is to assess, in depth and across a number of topics, the students’ ability to apply business management knowledge to a given situation.

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|  | **Standard Level** | **Higher Level** |
| **Section A** | Syllabus content: Units 1 – 5Students answer two of three structured questions based on the pre-seen case study. (10 marks/ question) | Syllabus content: Units 1–5 including HL extension topicsStudents answer two of three structured questions based on the pre-seen case study. (10 marks per question) |
| **Section B** | Syllabus content: Units 1 – 5 Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks) | Syllabus content: Units 1–5 including HL extension topicsStudents answer one compulsory structured question primarily based on the additional stimulus material. (20 marks) |
| **Section C** | none | Students answer one compulsory extended response question primarily based on the additional stimulus material. (20 marks) |
| **Duration** | 1hr 15 mins | 2hrs 15 mins |

***Paper 2 – external assessment based on unseen stimulus material***

**Assessment Description**: Paper 2 requires students to, where appropriate, refer to the stimulus material provided in examinations, use case studies and illustrate their answers with examples. This way, they highlight their understanding of how business management tools, techniques and theories operate in practice. Where the stimulus material, case studies and examples are referred to, students should not simply state the information, but rather offer some explanation of how it relates to the question asked. In this way students will be awarded marks in the higher mark bands and levels of assessment criteria.

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|  | **Standard Level** | **Higher Level** |
| **Section A** | Syllabus content: Units 1–5 (but mostly unit 3)Students answer one of two structured questions based on unseen stimulus material with a quantitative focus. (10 marks) | Syllabus content: Units 1–5 (but mostly 3) including HL extension topicsStudents answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) |
| **Section B** | Syllabus content: Units 1–5Students answer one of three structured questions based on previously unseen stimulus material. (20 marks) | Syllabus content: Units 1–5 including HL extension topicsStudents answer two of three structured questions based on stimulus material. (20 marks per question) |
| **Section C** | Syllabus content: Units 1–5Students answer one of three extended response questions primarily based on **two concepts** that underpin the course. (20 marks). | Syllabus content: Units 1–5 including HL extension topicsStudents answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks) |
| **Duration** | 1hr 45 mins  | 2hrs 15 mins |

***Internal assessment***

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|  | **SL – Written Commentary** | **HL – Research Project** |
| **Assessment Description**: | The SL internal assessment is a written commentary that allows students to demonstrate the application of business management tools, techniques and theories to a business issue or problem. The written commentary is a 1500 word research paper based on a current real life business issue and requires students to three (3) to five (5) sources of secondary data as their main source of data. | The HL internal assessment is a research project that allows students to demonstrate the application of their skills and knowledge to business issues or decision-making.The research paper is a 2000 word report that **either** addresses a real life issue facing a business organization or a range of organizations **or** analyses a decision to be made by a business organization or range of organizations (it MUST be forward looking).This research must be based on primary research they gather from the organization investigated (secondary research may be used as support).In addition to the research project students are also required to produce a research proposal (of maximum 500 words), including an action plan, to be used as the primary planning document |

***IB Component Breakdown***

Standard Level

World Exams

* Paper 1: 30%
* Paper 2: 45%

Internal Assessment: 25%

External Assessment: 75%

Higher Level

World Exams

* Paper 1: 35%
* Paper 2: 40%

Internal Assessment: 25%

External Assessment: 75%

***Course Grade Descriptors***

While we will look carefully at the grades students have achieved on the various assessments, ultimately, quarterly grades as well as predicted grades will be based on the following grade descriptors.

**Grade 7**

Demonstrates conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyze and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analyzing and evaluating data or problem solving.

**Grade 6**

Demonstrates detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyze, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyze and evaluate data or to solve problems competently.

**Grade 5**

Demonstrates a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyze and evaluate data or to solve problems.

**Grade 4**

Demonstrates a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

**Grade 3**

Demonstrates some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

10 Grade descriptors

 **Grade 2**

Demonstrates a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

**Grade 1**

Demonstrates very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

***Student Responsibilities***

***Academic Honesty***

As the IB (2009) notes, “The candidates are responsible for ensuring that the final version of any work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.”

The IB (2009) defines malpractice in the following ways:

* plagiarism: this is defined as the representation of the *ideas or work* of another person as the candidate’s own. Students can avoid plagiarism by properly acknowledging both direct quotes, images, etc. as well as the ideas of others.
* collusion: this is defined as supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another
* duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
* any other behaviour that gains an unfair advantage for a student or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

**Protocol For In-School Academic Malpractice**

The following steps will be followed in cases of malpractice:

1. Teachers will advise students of suspicion of misconduct
2. A record of the incident will be forwarded to the Diploma Programme Coordinator
3. The Diploma Programme Coordinator will discuss the incident with the teacher
4. The Diploma Programme Coordinator will interview the student involved
5. The Diploma Programme Coordinator will action appropriate disciplinary measures commensurate to the offense making note of the incident in the SIS which will in turn prompt a communication with parents.

**Malpractice on Assessments to be Submitted to the IB**

According to the Academic Honesty (2009) document, in cases of malpractice on assessments or exam that are intended for submission to the IB, the following protocol has been put in place.

Once a candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment together with the coversheet signed (or authenticated electronically) to the effect that it is the final version of the work, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defense to claim that the incorrect version of the work was submitted for assessment.

After a candidate has signed and dated the coversheet (or authenticated electronically)to the effect that his or her work is authentic and constitutes the final version of that work, the candidate’s teacher (or supervisor in the case of an extended essay) must also sign and date the coversheet to the effect that to the best of his or her knowledge it is the authentic work of the candidate. Any suspicion of malpractice that arises after the candidate has signed the coversheet must be reported to the coordinator help desk at IB Cardiff for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the coversheet must be signed by the teacher/supervisor. It is not acceptable for the teacher to:

* delete the declaration and then sign the coversheet
* submit the work for assessment without his or her signature
* sign the declaration and then write comments on the work or coversheet that raise doubts about the work’s authenticity.
* In the above circumstances the IB will not accept the work for assessment (or moderation) unless confirmation is received from the school that the candidate’s work is authentic.

If a teacher is unwilling to sign a coversheet owing to a suspicion of malpractice, the matter must be resolved within the school. The coordinator has the option of informing the coordinator help desk that the work will not be submitted on behalf of the candidate (resulting in no grade being awarded for the subject or diploma requirement).

**Malpractice in Testing Situations:**

Students may not:

* take unauthorized material into an examination room (see below)
* leave and/or access unauthorized material in a bathroom/restroom that may be visited during a test
* pass on information to another student about the content of an examination, this includes facilitating the exchange information between other students in any way
* steal examination papers
* using an unauthorized calculator during an examination

Students must not have unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) in their possession during a testing situation. “In their possession” may be taken to mean on the person of the student, in the student’s immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the test. It is very important to note that guilt will be confirmed by the school administration regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the test. The actual possession of unauthorized material constitutes malpractice; the school administration is not required to establish whether the student used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

The full GWA DP/CP Academic Honesty Policy is located [here](https://docs.google.com/a/ood.gemsedu.com/document/d/14_D19IoHchA5BTatQwOepeLB5ZDX4AnWHxNOqdAz_5A/edit?usp=sharing).

***Late Assessment Policy***

Late Assessments:

Should a student not complete a summative assessment on time (this includes summative drafts) teachers will:

● Speak with the student to find out why the assessment has not been submitted.

● An email home will be sent to parents detailing the missed assessment and the student will be asked to stay in school until it is completed.

● If the assessment is pending, once received, they log the infraction in the “reward and conduct” tab in iSAMS regarding the tardiness of the assessment.

o Note: in the case of pending assessments, any arrangements with students will not exceed 24 hours.

● If a student does not attend after school to work on the assessment, the teacher will confer with the student and, if necessary, refer the incident to the Grade Leader. The Grade Leader will discuss the situation with the student to see if support is required or consequences need to be imposed. The Grade Leader will subsequently record the incident in iSAMS. Further incidents of truancy will be escalated to the Secondary School Administration.

● If there is a second incident of a late submission of an assessment, the teacher will report it in an email to the Grade Leader who may contact parents for a meeting where you may be included. The Grade Leader will record their actions in iSAMS.

● Further incidents of late assessments will be reported to Grade Leaders who will forward the incident(s) to the Secondary School administration who, if warranted, will initiate an in-school suspension where students will complete the assessment until it is completed to standard. A record of the suspension will be recorded in iSAMS and prompt a communication with parents.

● Any subsequent incidents of late assessments will necessitate a parent meeting with a member of the Secondary School Administration to determine the best way forward.

Tests Absenteeism

● In cases where students are not in school on a test day, a communication from parents will be required. **Students will not be allowed to sit a summative at any point of the day if they are not present first period.**

● The student will need to present their teacher with a doctor’s note upon their return to class if the test is to be administered with no consequence.

● Should an authorized absence not be received, the student may not be permitted to write the test and an “NA” representing an “incomplete” will appear on the next quarterly report.

● If this incident reoccurs, the issue will be escalated to the Head of Senior School and will receive a ‘O’.

● Aside from school activities, all test absences will be recorded in iSAMS by the teacher with a note in the “record description” whether the test absence was authorized or not. The Grade Level Leader may follow-up with the student, if necessary.

***Teacher Assessment Commitments***

***All teachers will:***

● Provide feedback on all formative assessments within one calendar week of receipt.

● Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.

● Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).

● Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.

● Return summative assessments to students with feedback no later than three calendar weeks after the due date.

● Update Managebac immediately upon completion of marking/feedback.

● Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. Late assessment procedures are outlined below.

● Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.