

Uptown School Dubai



Business Management Course Overview 2017 - 2019



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Nature of business management course

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organisations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organising resources. Profit making, risk-taking and operating in a competitive environment characterise most business organisations.

Although business management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. For example, business management is the study of decision-making within an organisation, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Business management examines the use of information technology in business contexts, whereas information technology in a global society (ITGS) critically examines its impact on other fields, such as health and government.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organisation, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

The Diploma Programme business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalisation, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level. Through the study of topics such as human resource management, organisational growth and business strategy, the course aims to develop

transferable skills relevant to today's students. These include the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Distinction between HL and SL courses

The HL course in business management differs from the SL course in business and management in terms of the:

- Recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension units in HL)
- nature of the internal assessment task
- nature of the examination questions

Course outline

Grade 11	
Semester One	UNIT 1: Business organisation and environment UNIT 2: Financial functions of a business
Semester Two	UNIT 2: Financial functions of a business UNIT 3: Marketing Internal assessment (IA) is issued and discussed IA - Higher Level research proposal draft submission IA - Standard Level supporting documents
Grade 12 (estimate without calendar)	
Semester One	UNIT 4: Human resources management UNIT 5: Operations management IA - draft due mid semester Mock exams
Semester Two	UNIT 5: Operations management IA - final due end semester Analysis of case study and revision for exams Final exams

Planning outline*

Grade 11, Semester One		
Week	Content/theme	Text Chapter
1-2	Introduction to course <u>Business Organisation and Environment</u> Introduction to business management	1.1
3-4	Types of Organisations	1.2
5-6	Organisational Objectives	1.3
7	Stakeholders	1.4
Mid-term vacation		
8	External Environment	1.5
9	Revision and Exam 1 (20%)	
10-11	Growth and evolution	1.6
12	Oral assessment Unit 1 (15%)	
13	Organisational Planning Tools (HL only) Reflective Essay Unit 1 (20%)	1.7
	Winter Break <u>Finance and accounts</u> Sources of finance (Holiday work)	3.1
14-15	Review and Exam 2 (40%)	
16-17	Final accounts (some HL only) Hand out finance assessment	3.4
18	Profitability and liquidity ratio analysis Efficiency ratio analysis (HL only)	3.5 3.6
February Break		

Grade 11, Semester Two

Week	Content/theme	Text Chapter
1-2	Cash flow Investment appraisal (some HL only)	3.7 3.8
3-4	<u>Finance and accounts continued</u> Cost and revenues Break-even analysis	3.2 3.3
5	Budgets (HL only) Finance Assessment Due (25%)	3.9
	April Break	
6	Revision and Exam 3 (20%) Begin Internal Assessment (IA) preparation	
7-8	<u>Marketing</u> The role of marketing Marketing planning	4.1 4.2
9	Marketing research	4.4
10-12	The four Ps (price, product, place, promotion)	4.5
13-18	IA RP Orals (HL) and Supporting Docs (SL) (5%) Revision and Exam 4 (Exam Block) (50%) Exam review and IA preparation	

Grade 12, Semester One (estimation without calendar)

Week	Content/theme	Text Chapter
1-2	IA Catch-up <u>Marketing continued</u> Sales forecasting (HL only) Extended Marketing Mix (HL only)	4.3 4.6
3	International marketing (HL only) E-commerce	4.7 4.8
4-5	<u>Human Resources</u> Functions and evolution of HR management	2.1
6	Organisational Structure	2.2
7	Leadership and Management	2.3
8	Motivation	2.4
9	Revision and exam 5 (20%)	
10-11	Organisational (corporate) culture (HL only) Industrial/employee relations (HL only)	2.5 2.6
12	IA - Draft Due SL and HL (25%)	
13	<u>Operations management</u> The role of operations management	5.1
14	Production methods	5.2
15	Revision and Exam 6 (45%)	
16	Lean production and quality management (HL)	5.3
	Winter Break (estimate)	
17	Location	5.4
18	Production planning (HL)	5.5
19	Research and development	5.6

Grade 12, Semester Two (estimation without calendar)		
Week	Content/theme	Text Chapter
1	IA - Due SL and HL (25%)	
2	<u>Operations management continued</u> Crisis management and contingency planning (HL only)	5.7
3	Revision	
4-5	Revision and mock exams (65%)	
6-10	Revision and case study analysis	
	April Break (estimate)	
11-12	Revision and study week	
13-15	Final exams	

*This is a guide only and the class may move faster or slower depending on student progress and interruptions to instruction time. Use this guide to plan self-study - precise assessment due dates will be provided as the course progresses.

Course Content Overview

Unit One: Business Organisation and Environment

Nature of the business environment

- The business setting for organisations worldwide, both profit-based and not-for-profit organisations, primary, secondary, tertiary and quaternary sectors
- The business as a system
- The importance of the business environment for a firm
- Stakeholders in the organisation, conflict
- The impact the different parts of the environment can have on a business, internally and externally
- STEEPLE analysis

Setting up a business

- Types of organisations (sole trader, partnership, company)
- Profit based social enterprise, such as a public-private partnership
- Identify the problems faced and decisions required
- Recognise constraints upon decisions

Objectives of the business

- The planning - control process
- The need for organisational objectives
- The relationship between the vision, mission, long-term strategy and shorter goals or tactics and objectives
- Ethical objectives, social responsibility and the effect of changes in society on a business
- SWOT analysis
- Conflicting objectives for an organisation

Size and growth of an organisation

- Economies and diseconomies of scale
- Small vs large organisations
- Organic vs external growth
- Franchising
- Direction of growth
- De-integration
- Change and the management of change

Globalisation

- Multinational companies
- Impact on location and relocation

Planning for change

- Decision-making models, such as decision trees

Unit Two: Accounts and Finance

Sources of finance

- Factors affecting choice of finance
- Internal and external sources

Costs and break-even

- Categorising costs
- The use of cost and profit centres
- Graphical and numerical methods of break-even determination
- Contribution analysis
- Target profits and revenues

Final accounts

- The financial elements of Assets, Liabilities, Revenue, Expenses and Equity
- Construction and understanding of statements of financial position and financial performance
- Valuing intangible assets
- Calculating and analysing asset depreciation (HL only)

Ratio analysis

- Calculation and analysis of Profitability and Liquidity ratios
- Calculation and analysis of Efficiency ratios (HL only)

Investment appraisal

- Payback period
- Accounting rate of return (ARR)
- Net present value (NPV) (HL only)

Cash flow and budgeting

- The calculation and analysis of cash forecasts
- The working capital cycle and resolving liquidity problem
- Interpreting budget variances (HL only)
- Cost and profit centres (HL only)

Unit Three: Marketing

The role of marketing

- The different marketing orientations
- Market size, market growth and market share
- Market goods and services
- Marketing in the not-for-profit sector
- Ethical marketing considerations

Market research and planning

- Primary and secondary research
- Methods of collecting marketing information
- Quantitative and qualitative market research
- Methods and limitations of sampling methods for collecting research
- Marketing orientations
- Target marketing and market segmentation
- Positioning - unique selling point
- Marketing strategies

Sales forecasting (HL only)

- Using and analysing four-part moving average sales trends and forecasting
- Cyclical variations

The 4 Ps of marketing

- Research and development and innovation
- Product life cycles
- Boston Matrix
- Branding
- Pricing strategies
- Promotional strategies
- Impact of changing technology in promotional activity
- Distribution channels

Extended marketing mix (HL only)

- People, processes and physical evidence
- The importance of the extended marketing mix in a service based economy

International and electronic marketing

- Entering new market (HL only)
- Cultural differences and globalisation in international marketing (HL only)
- Business-to business (B2B) and business to consumer (B2C)
- Cost and benefits of e-commerce to firms and consumers

Unit Four: Human Resources

Principles of organisation

- Training and appraisal
- Outsourcing and offshoring
- Hierarchy, span of control, chain of command and delegation
- Concepts of authority, power and responsibility
- Centralised and decentralised structures
- Line, staff and functional authority
- Bureaucracy

Motivation and leadership

- Leadership traits and styles
- Motivational theories
- Financial and non-financial rewards

Organisational culture (HL only)

- Norms and core values
- Culture clashes and change

Industrial and employee relations (HL only)

- Methods used by employees and employers in industrial disputes
- Conflict resolution
- Change and resistance to change

Topic Five: Operations Management

Operations and production methods

- Sustainable operations strategies
- Job, batch, line and flow production methods

Quality assurance (HL only)

- Lean production features and methods
- The move from quality control to Total Quality Management (TQM)
- National and international standards in quality assurance

Location of the organisation

- The size, cost, infrastructure, customer base, employees and appropriate technology

Inventory management (HL only)

- Stock control, patterns and optimum levels
- Capacity and productivity

New product development (HL only)

- Research and development towards unmet needs and wants
- Innovative strategies

Crisis management (HL only)

- Factors of crisis management and contingency planning

How successful students analyse the business management course content

Strategic Analysis - where is the business now?

- Is the business new or established?
- Who are the stakeholders?
- Is the business in the profit or not-for-profit sector?
- What are the objectives of the organisation?
- How does the vision/mission statement reflect what the organisation is doing now and where it is heading?
- What are the attitudes of the business to risk?
- What is the firm's present financial situation, and is it conducive to change?
- Is the present product portfolio adequate and appropriate?
- What are the resources available to the business?
- What are the competitive forces facing the business in the market?
- Should the organisation enter international markets?

Strategic Choice - where is the business aiming to be?

- Why are business plans important?
- How are markets developing?
- Which new market opportunities are available?
- What are the future directions available to the firm?
- When is expansion desirable and achievable?
- How can the core competencies of the business be developed?
- What are competitors doing, and how can their offer be matched or improved upon?
- How do the processes of decision-making help to direct the business?
- What are the measures of success?

Strategic implementation - how is the business going to achieve its objectives?

- How can the firm develop competitive advantage?
- Which new products and/or services should be developed?
- Which new technologies could be applied?
- How can differentiation be achieved?
- How should the business plan for changes in the size and nature of business operations?
- What is the appropriate scale of operation?
- Which growth methods can and should be selected?
- Which marketing strategies can be implemented?
- What is the appropriate organisational structure?
- What is the appropriate management and leadership style?
- How should the firm incorporate social responsibility and ethical approaches?
- How can change be managed effectively?

Assessment Plan

There are three types of assessment throughout the Diploma Programme business management course offered at Uptown School (UTS):

- UTS Internal Assessment Grades 11 & 12 - formative
- IBDP Internal Assessment Grade 12 - summative
- IBDP External Assessments Grade 12 (Papers 1 & 2) - summative

Date of Assessment Item	Type of Assessment	Weighting
Grade 11		
Sem 1, Week 9	Exam 1	20%
Sem 1, Week 12	Oral - Unit 1	15%
Sem 1, week 14	Reflective essay - Unit 1	20%
Sem 1, Week 16	Exam 2	45%
Sem 2, Week 5	Finance Assessment - Unit 2	25%
Sem 2, Week 6	Exam 3	20%
Sem 2, Week 14-17	Research Proposal oral - IA (HL)	5% (HL)
Sem 2, Week 14-17	Supporting Documents draft - IA (SL)	5% (HL)
Sem 2, Week 14-17	Grade 11 Final Exam(s)	50%
Grade 12		
Sem 1, Week 9	Exam 5	25%
Sem 1, Week 12	IA - Draft due	25%
Sem 1, Week 14	Mock Exams	50%
Sem 2, Week 2	IA commentary/research project	25%
Sem 2, Week 12-13	Final Exams	75%

Internal Assessment Outline

Standard Level	Higher Level
<p>Written Commentary:</p> <p>Written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation.</p> <p>An additional guide to the IA for students will be provided later in the year.</p> <p>(Maximum 1,500 words)</p> <p>Total marks: 25 marks</p> <p>Component time: 15 hours</p> <p>Weighting: 25%</p>	<p>Research Project:</p> <p>Research proposal and action plan – a working document not part of the actual report, but part of planning.</p> <p>Report that addresses an issue facing an organisation or analyses a decision to be made by an organisation (or several organisations).</p> <p>An additional guide to the IA for students will be provided later in the year.</p> <p>(Maximum 2,700 words for all components)</p> <p>Total marks: 25 marks</p> <p>Component time: 30 hours</p> <p>Weighting: 25%</p>

External Assessment Outline

	Standard Level	Higher Level
Paper 1	<p>Method is based on a case study issued in advance, with additional unseen material in section B.</p> <p>Section A Students answer two of three structured questions. (20 marks)</p> <p>Section B Students answer one compulsory structured question. (20 marks)</p> <p>Total marks: 40 marks</p> <p>Component time: 1¼ hours</p> <p>Weighting: 30%</p>	<p>Method is based on a case study issued in advance, with additional unseen material in section B and C.</p> <p>Section A Students answer two of three structured questions. (20 marks)</p> <p>Section B (HL/SL) Students answer one compulsory structured question. (20 marks)</p> <p>Section C Students answer one compulsory extended response question primarily based on HL extension topics. (20 marks)</p> <p>Total marks: 60 marks</p> <p>Component time: 2¼ hours</p> <p>Weighting: 35%</p>
Paper 2	<p>Section A Students answer one of two structured questions based on stimulus material with a quantitative focus (10 marks)</p> <p>Section B Students answer one of three structured questions based on stimulus material. (20 marks)</p> <p>Section C Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)</p> <p>Total marks: 50 marks</p> <p>Component time: 1¾ hours</p> <p>Weighting: 45%</p>	<p>Section A Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks)</p> <p>Section B Students answer two of three structured questions based on stimulus material. (40 marks)</p> <p>Section C Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks)</p> <p>Total marks: 70 marks</p> <p>Component time: 2¼ hours</p> <p>Weighting: 40%</p>

Assessment Criteria: Internal Assessment

Standard Level

Criterion A: Supporting documents

This criterion assesses the extent to which the student selects three to five relevant supporting documents that address the issue or problem selected for commentary in appropriate depth and breadth. The criterion also assesses whether the student's choice and presentation of the supporting documents meets formal requirements.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There are only one or two, or more than five, supporting documents, or they are of marginal relevance.
2	The supporting documents are generally relevant but some lack depth, or they were published more than three years prior to the submission of the IA to the IB, or they are not all translated in the language of submission.
3	The supporting documents are relevant and sufficiently in-depth.
4	The supporting documents are relevant, sufficiently in-depth and provide a range of ideas and views.

Criterion B: Choice and application of tools, techniques and theories

This criterion assesses the extent to which the student chooses business management tools, techniques and theories that are relevant to the issue or problem and applies these so that a greater insight into the situation of the organisation ensues.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is a limited selection of business management tools, techniques and theories, and these are not applied.
2	There is a limited selection of business management tools, techniques and theories, and these are superficially applied.
3	There is an appropriate selection of business management tools, techniques and theories, but these are superficially applied.
4	There is an appropriate selection of business management tools, techniques and theories, and these are suitably applied.
5	There is an appropriate selection of business management tools, techniques and theories, and these are skilfully applied.

Criterion C: Choice and analysis of data and integration of ideas

This criterion assesses the extent to which the student uses data from the supporting documents effectively in order to understand and explain the issue or problem and is able to integrate ideas coherently.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is a limited selection of data from the supporting documents but no analysis.
2	There is a limited selection of data from the supporting documents with superficial analysis.
3	There is an appropriate selection of data from the supporting documents with satisfactory analysis.
4	There is an appropriate selection of data from the supporting documents with good analysis and some integration of ideas.
5	There is an appropriate selection of data from the supporting documents with skilful analysis and a coherent integration of ideas.

Criterion D: Conclusions

This criterion assesses the extent to which the student is able to draw relevant conclusions based on the analysis of the supporting documents and answer the commentary question.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Conclusions are inconsistent with the evidence presented, or conclusions are superficial.
2	Some conclusions are consistent with the evidence presented.
3	Conclusions are consistent with the evidence presented and explicitly answer the commentary question.

Criterion E: Evaluation

This criterion assesses the extent to which the student evaluates his or her arguments and makes judgments that are well substantiated.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is limited evidence of evaluation.
2	There is evidence of evaluation, and some judgments are substantiated.
3	There is evidence of evaluation, and judgments are substantiated.
4	There is thorough evidence of evaluation, and judgments are well substantiated.

Criterion F: Structure

This criterion assesses the extent to which the student organises his or her ideas into a structured commentary with an argument that is easy to follow.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Limited structure.
2	Appropriate structure.

Criterion G: Presentation

This criterion assesses the extent to which the student presents the written commentary well. This involves a title page, an accurate table of contents, appropriate headings and sub-headings, consistent referencing, a complete bibliography and numbered pages.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	One or more of the above elements of a well-presented commentary is missing.
2	All of the above elements of a well-presented commentary are included.

Higher Level

Criterion A: Research proposal

This criterion assesses the extent to which the student presents a research proposal that gives an effective direction for the project, with all the required elements.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The research proposal is presented but is generally inappropriate, or two or more elements are missing.
2	The research proposal is generally appropriate but some elements lack clarity, detail and focus, or one element is missing.
3	The research proposal with all the required elements is appropriate, detailed, clear and focused.

Criterion B: Sources and data (written report)

This criterion assesses the extent to which the student selects primary sources and collects data that address an issue or a decision to be made by an organisation or a range of organisations in appropriate depth and breadth.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Some of the primary sources selected or the data collected are appropriate.
2	The primary sources selected and the data collected are appropriate, but are not varied and sufficient.
3	The primary sources selected and the data collected are appropriate, varied and sufficient.

Criterion C: Use of tools, techniques and theories (written report)

This criterion assesses the extent to which the student understands and applies relevant business management tools, techniques and theories so that a greater insight into the situation of the organisation ensues.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is a limited understanding of business management tools, techniques and theories, and these are not applied or are superficially applied.
2	There is a satisfactory understanding of relevant business management tools, techniques and theories, and these are suitably applied.
3	There is a good understanding of relevant business management tools, techniques and theories, and these are skilfully applied.

Criterion D: Analysis and evaluation (written report)

This criterion assesses the extent to which the student uses his or her results and findings effectively in order to explain the issue or decision to be made and is able to integrate his or her ideas coherently. This criterion also assesses the extent to which the student evaluates his or her arguments and makes judgments that are well substantiated.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The results and findings are limited, and no analysis of them is provided.
2	The results and findings are limited, and a superficial analysis of them is provided.
3	There is a satisfactory analysis of the results and findings and some integration of ideas.
4	There is a satisfactory analysis of the results and findings, a satisfactory integration of ideas and some evidence of evaluation.
5	There is a good analysis of the results and findings, a good integration of ideas and evidence of substantiated evaluation.
6	There is a skillful analysis of the results and findings, a coherent integration of ideas and consistent evidence of substantiated evaluation.

Criterion E: Conclusions (written report)

This criterion assesses the extent to which the student is able to draw relevant conclusions based on the analysis of the report.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There are some conclusions, but they are unsubstantiated and/or inconsistent with the evidence presented in the main body of the report.
2	Conclusions are substantiated and consistent with the evidence presented in the main body of the report. Areas for further study have been identified, if appropriate.

Criterion F: Recommendations (written report)

This criterion assesses the extent to which the student is able to make substantiated recommendations that are consistent with the conclusions made and answer the research question.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There are recommendations, but they are unsubstantiated and/or inconsistent with the conclusions, or they do not answer the research question.
2	The recommendations are substantiated and consistent with the conclusions, and they answer the research question.

Criterion G: Structure (written report)

This criterion assesses the extent to which the student organises his or her ideas into a structured report with an argument that is easy to follow.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Limited structure.
2	Appropriate structure.

Criterion H: Presentation (written report)

This criterion assesses the extent to which the student presents all the required components of the written report in the correct order and format.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The report is missing one or more of the required components, or the components are not in the correct order or format.
2	The report includes all of the required components in the correct order and format.

Criterion I: Reflective thinking (written report)

This criterion assesses the extent to which the student is able to reflect critically on his or her own work.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The report includes limited or superficial reflective thinking on the approach taken in this piece of research and its limitations.
2	The report includes appropriate evidence of reflective thinking on the approach taken in this piece of research and its limitations.

Assessment Criteria: External Assessment

Written papers

The external assessment of the Diploma Programme business management course consists of two examination papers at SL and at HL that are externally set and externally marked. They are designed to allow students to demonstrate their competencies in relation to the business management assessment objectives. All questions on the examination papers are based on specifications in this guide. The external components contribute 75% to the final assessment at both SL and HL. In common with all Diploma Programme examination papers, students at SL and HL are given five minutes of reading time before they begin answering the papers.

Pre-seen case study (paper 1)

- The IB provides the pre-seen case study three months before the examination session. Teachers are advised to spend no more than three weeks on the pre-seen case study. The pre-seen material aims to provide an overview of the case study, with greater detail provided at the time students take the examination.
- The pre-seen case study is the same for SL and HL students, although different questions could be set for each level.
- 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.

Command terms

Teachers and students must be familiar with the command terms used at each assessment objective level to understand the depth of treatment required in examination questions. Cognitive demands progress from AO1 to AO3, while AO4 terms are specific to particular skills.

Examination questions may use any command term from the assessment objective level specified in the "Syllabus content" section or a less demanding command term from a lower level. For example, if the assessment objective level for a topic is AO2, an examination question could contain any of the command terms for AO2, such as "explain", "distinguish", "interpret" and so forth. Alternatively, the examination question could contain a command term from AO1, such as "describe". However, a more demanding command term, such as "evaluate", from a higher level (AO3 in this case), cannot be used.

The command terms used in each question or part thereof indicate the depth required. The command terms are organised by assessment objective level in the "Assessment objectives" section in the official course guide and defined in the "Glossary of command terms" in the appendix.

Use of examples and case studies

In order to be awarded marks in the higher markbands and levels of assessment criteria, students are expected, where appropriate, to 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.

Use of business management terms

Students are expected to demonstrate the ability to appropriately define, use and apply the business management terms included in the “Syllabus content” section. This will be provided to students during the course.

Use of calculators

While all questions requiring a calculator can be answered fully using a four-function (plus, minus, multiply, divide) calculator, graphic display calculators (GDCs) are allowed during the examination.

Teachers and schools **must** adhere to the regulations regarding the use of electronic calculators in examinations, and students must be made aware of these. This information can be found in the relevant section of the *Handbook of procedures for the Diploma Programme*.

The methods used to assess students

- Analytic markschemes
- Markbands
- Assessment criteria, supported by marking notes (for paper 1 and paper 2 extended response questions)

For both examination papers, there are analytic markschemes, markbands and assessment criteria. Marking notes for paper 1 and paper 2 extended response questions support the assessment criteria.

The markbands and assessment criteria are related to the assessment objectives established for the business management course and the individuals and societies grade descriptors, and are published in this guide. The analytic markschemes and marking notes are specific to each examination and are published separately in a markscheme document.

Standard and Higher Level

Paper 1, Section A

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Little knowledge and understanding of relevant issues and business management tools (where applicable), techniques and theories. Little use of business management terminology. Little reference to the stimulus material.
3-4	A description or partial analysis of some relevant issues with some use of business management tools (where applicable), techniques and theories. Some use of appropriate terminology. Some reference to the stimulus material that goes beyond the name of a person(s) and/or the name of the organisation. At the lower end of the markband, responses are mainly theoretical.
5-6	An analysis of the relevant issues with good use of business management tools (where applicable), techniques and theories. Use of appropriate terminology throughout the response. Effective use of the stimulus material.

Paper 1 and 2, Section B

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Little understanding of the demands of the question. Few business management tools (where applicable), techniques and theories are explained or applied, and business management terminology is lacking. Little reference to the stimulus material.
3-4	Some understanding of the demands of the question. Some relevant business management tools (where applicable), techniques and theories are explained or applied, and some appropriate terminology is used. Some reference to the stimulus material but often not going beyond the name of a person(s) and/or the name of the organisation.
5-6	Understanding of most of the demands of the question. Relevant business management tools (where applicable), techniques and theories are explained and applied, and appropriate terminology is used most of the time. Some reference to the stimulus material that goes beyond the name of a person(s) and/or the name of the organisation. Some evidence of a balanced response. Some judgments are relevant but not substantiated.

Marks	Level descriptor
7-8	<p>Good understanding of the demands of the question.</p> <p>Relevant business management tools (where applicable), techniques and theories are explained and applied well, and appropriate terminology is used.</p> <p>Good reference to the stimulus material.</p> <p>Good evidence of a balanced response.</p> <p>The judgments are relevant but not always well substantiated.</p>
9-10	<p>Good understanding of the demands of the question, including implications, where relevant.</p> <p>Relevant business management tools (where applicable), techniques and theories are explained clearly and applied purposefully, and appropriate terminology is used throughout the response.</p> <p>Effective use of the stimulus material in a way that significantly strengthens the response.</p> <p>Evidence of balance is consistent throughout the response.</p> <p>The judgments are relevant and well substantiated.</p>

Paper 2, Section C

Criterion A: Knowledge and conceptual understanding

This criterion addresses the extent to which the student demonstrates knowledge and understanding of the given concepts and relevant business management content (theories, techniques or tools, depending on the requirements of the question).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Superficial knowledge of the given concepts is demonstrated. Business management content is not selected or the content selected is irrelevant.
2	Satisfactory understanding of one or both of the given concepts is demonstrated. Some business management content selected is relevant. The relevant content is satisfactorily explained.
3	Good understanding of one or both of the given concepts is demonstrated. The business management content selected is relevant, though it may not be sufficient. The relevant content is generally well explained, though the explanation may lack some depth or breadth.
4	Good understanding of both of the given concepts is demonstrated. The business management content selected is relevant, sufficient and well explained.

Criterion B: Application

This criterion addresses the extent to which the student is able to apply the given concepts and the relevant business management content (theories, techniques or tools, depending on the requirements of the question) to his or her chosen real-world organisation(s). **The real-world organisation(s) must not be the organisation featured in the prescribed case study for paper 1.**

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The given concepts and/or any relevant business management content are connected to the real-world organisation(s), but this connection is inappropriate or superficial.
2	The given concepts and/or relevant business management content are connected appropriately to the real-world organisation(s), but this connection is not developed.
3	The given concepts and relevant business management content are generally well applied to explain the situation and issues of the real-world organisation(s), though the explanation may lack some depth or breadth. Examples are provided.
4	The given concepts and relevant business management content are well applied to explain the situation and issues of the real-world organisation(s). Examples are appropriate and illustrative.

Criterion C: Reasoned arguments

This criterion assesses the extent to which the student makes reasoned arguments. This includes making relevant and balanced arguments by, for example, exploring different practices, weighing up their strengths and weaknesses, comparing and contrasting them or considering their implications, depending on the requirements of the question. It also includes justifying the arguments by presenting reasonable evidence or other support for the claims made.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Statements are made but these are superficial.
2	Relevant arguments are made but these are mostly unjustified.
3	Relevant arguments are made and these are mostly justified.
4	Relevant, balanced arguments are made and these are well justified.

Criterion D: Structure

This criterion assesses the extent to which the student organises his or her ideas with clarity, and presents a structured piece of writing comprised of:

- an introduction
- a body
- a conclusion
- fit-for-purpose paragraphs.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Two or fewer of the structural elements are present, and few ideas are clearly organised.
2	Three of the structural elements are present, or most ideas are clearly organised.
3	Three or four of the structural elements are present, and most ideas are clearly organised.
4	All of the structural elements are present, and ideas are clearly organised.

Criterion E: Individuals and societies

This criterion assesses the extent to which the student is able to give balanced consideration to the perspectives of a range of relevant stakeholders, including individuals and groups internal and external to the organisation.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	One individual or group perspective is considered superficially or inappropriately.
2	One relevant individual or group perspective is considered appropriately, or two relevant individual or group perspectives are considered superficially or inappropriately.
3	At least two relevant individual or group perspectives are considered appropriately.
4	Balanced consideration is given to relevant individual and group perspectives.

Higher Level Only

Paper 1, Section C

Criterion A: Knowledge and understanding of tools, techniques and theories

This criterion addresses the extent to which the student demonstrates knowledge and understanding of relevant business management tools, techniques and theories as stated and/or implied by the question. This includes using appropriate business management terminology.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Superficial knowledge of relevant tools, techniques and theory is demonstrated.
2	Satisfactory knowledge and understanding of relevant tools, techniques and theories is demonstrated.
3	Good knowledge and understanding of relevant tools, techniques and theories is generally demonstrated, though the explanation may lack some depth or breadth.
4	Good knowledge and understanding of relevant tools, techniques and theories is demonstrated.

Criterion B: Application

This criterion addresses the extent to which the student is able to apply the relevant business management tools, techniques and theories to the case study organisation.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The relevant business management tools, techniques and theories are connected to the case study organisation, but this connection is inappropriate or superficial.
2	The relevant business management tools, techniques and theories are appropriately connected to the case study organisation, but this connection is not developed.
3	The relevant business management tools, techniques and theories are generally well applied to explain the situation and issues of the case study organisation, though the explanation may lack some depth or breadth. Examples are provided.
4	The relevant business management tools, techniques and theories are well applied to explain the situation and issues of the case study organisation. Examples are appropriate and illustrative.

Criterion C: Reasoned arguments

This criterion assesses the extent to which the student makes reasoned arguments. This includes making relevant and balanced arguments by, for example, exploring different practices, weighing up their strengths and weaknesses, comparing and contrasting them or considering their implications, depending on the requirements of the question. It also includes justifying the arguments by presenting evidence for the claims made.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Statements are made but these are superficial.
2	Relevant arguments are made but these are mostly unjustified.
3	Relevant arguments are made and these are mostly justified.
4	Relevant, balanced arguments are made and these are well justified.

Criterion D: Structure

This criterion assesses the extent to which the student organises his or her ideas with clarity, and presents a structured piece of writing comprised of:

- an introduction
- a body
- a conclusion
- fit-for-purpose paragraphs.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Two or fewer of the structural elements are present, and few ideas are clearly organised.
2	Three of the structural elements are present, or most ideas are clearly organised.
3	Three or four of the structural elements are present, and most ideas are clearly organised.
4	All of the structural elements are present, and ideas are clearly organised.

Criterion E: Individuals and societies

This criterion assesses the extent to which the student is able to give balanced consideration to the perspectives of a range of relevant stakeholders, including individuals and groups internal and external to the organisation.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	One individual or group perspective is considered superficially or inappropriately.
2	One relevant individual or group perspective is considered appropriately, or two relevant individual or group perspectives are considered superficially or inappropriately.
3	At least two relevant individual or group perspectives are considered appropriately.
4	Balanced consideration is given to relevant individual and group perspectives.

Determining Levels of Achievement*

Grade	Mark Range SL**		Mark Range - HL**	
	May 2014	May 2016	May 20014	May 2016
	%	%	%	%
1	0 - 13	0 - 10	0 - 11	0 - 13
2	14 - 26	11 - 21	12 - 22	14 - 27
3	27 - 39	22 - 32	23 - 34	28 - 39
4	40 - 49	33 - 43	35 - 45	40 - 49
5	50 - 60	44 - 57	46 - 57	50 - 59
6	61 - 71	58 - 68	58 - 68	60 - 69
7	72 - 100	69 - 100	69 - 100	70 - 100

* These grade boundaries are historical and are likely to change each year. They should be used as a guide only

** These grade boundaries are based on the previous guide “Business and Management - first examinations 2014”.

Business management and TOK

Students in this subject group explore the interactions between humans and their environment in time and place. As a result, these subjects are often known collectively as the humanities or social sciences.

As with other subject areas, knowledge in individuals and societies subjects can be gained in a variety of ways. For example, archival evidence, data collection, experimentation, observation, and inductive and deductive reasoning can all be used to help explain patterns of behaviour that lead to *knowledge claims*. Students in individuals and societies subjects are required to evaluate these knowledge claims by exploring concepts such as validity, reliability, credibility, certainty and individual as well as cultural perspectives through *knowledge questions*.

The relationship between individuals and societies subjects and TOK is of crucial importance and fundamental to the Diploma Programme. Having followed a course of study in individuals and societies, students should be able to reflect critically on the various ways of knowing and methods used in human sciences, and in doing so, become “inquiring, knowledgeable and caring young people” (*IB mission statement*).

During the business management course, a number of issues will arise that highlight the relationships between TOK and business management. Some of the questions that could be considered during the course are identified below in relation to the six concepts that underpin the course as well as within the syllabus. Teachers and their students are encouraged to explore further questions of their own.

Knowledge questions in business management A knowledge question in business management challenges a statement, assertion or assumption about the subject that students believe to be true or take for granted. From a TOK perspective, students need to question these claims and how they are justified. Knowledge questions are not about business management *per se* but about how knowledge in business management—and more widely, in social sciences—is constructed and viewed.

Some knowledge questions that could be considered during the course are identified below. These are presented in relation to the concepts of *change*, *culture*, *ethics*, *globalisation*, *innovation* and *strategy* that underpin the course and so reflect more overarching questions. Suggested links to TOK are also identified at the end of each unit in the official course guide.

Concept	Possible knowledge questions
Change	<ul style="list-style-type: none"> How do changes in the world bring about changes in knowledge? How do human scientists decide between competing knowledge claims, or between the views of experts, when they disagree? What is the role of individuals in bringing about major changes in the theory and practice of business management? How does this compare with individuals' role in bringing about change in other areas of knowledge? To what extent have views on whether humans act rationally when making economic decisions changed over time? What is the relationship between reason and other ways of knowing in business management?
Culture	<ul style="list-style-type: none"> To what extent does our culture determine or shape what we believe or know? To what extent are we aware of the impact of culture on what we believe or know? Is it possible to objectively evaluate how a culture impacts on our beliefs and knowledge? Are there any knowledge claims about business that are true across cultures?
Ethics	<ul style="list-style-type: none"> What is the role of intuition in ethical decision-making? To what extent might lack of knowledge be an excuse for unethical conduct? If moral claims often conflict, does it follow that there are no justifiable concepts of right or wrong? What are the justifications for, and implications of, claiming that there are universal standards for morality, or that there are only individual standards of morality?
Globalisation	<ul style="list-style-type: none"> Does globalisation unify our values, beliefs and knowledge or lead to their greater fragmentation? Are some ways of knowing more useful than others when trying to understand the process of globalisation and its effects? To what extent is our knowledge and understanding of complex phenomena such as globalisation dependent on our particular perspective? Business management uses case studies, a research method most commonly associated with the human sciences. What are the benefits and drawbacks of this in a globalised world? How else does the methodology of the human sciences differ from the methodology of other areas of knowledge?
Innovation	<ul style="list-style-type: none"> What is the relationship between imagination and other ways of knowing in bringing about innovation? What are the strengths and weaknesses of using imagination and emotion as a basis for knowledge in the human sciences? Concepts such as “innovation” are difficult to define. Can we have shared knowledge of concepts that are so difficult to express through language? What is the relationship between advances in technology and innovation? Does technology control what is possible to know?

