



1. General Information

Subject:	Business Management SL
School year:	2023 - 2024
Grade:	Second baccalaureate – Year 1 IBDP
Teacher (s):	Fiorella Chong Qui - Nathaly Bohórquez

2. The Nature of the Subject

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. It is therefore, perfectly placed within the group 3 subject area.

The Diploma Program Business and Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities.

The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance.

Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world.

The business and management course will contribute to students' development as critical and effective participants in local and world affairs.



3. Objectives

General Objectives

The aims of all subjects in **group 3, individuals and societies** are to:

- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
- Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- Develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
- Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

Specific Objectives

The aims of the **business and management** course at HL and SL are to:

- Promote the importance of exploring business issues from different cultural perspectives
- Encourage a holistic view of the world of business
- Enable the student to develop the capacity to think critically about individual and organizational behaviour
- Enhance the student's ability to make informed business decisions
- Enable the student to appreciate the nature and significance of change in a local,



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regional and global context

- Promote awareness of social, cultural and ethical factors in the actions of organizations and individuals in those organizations
- Appreciate the social and ethical responsibilities associated with businesses operating in international markets.

4. Content

Syllabus component	Teaching hours
UNIT 1: INTRODUCTION TO BUSINESS MANAGEMENT 1.1 What is a business 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational Companies	During 2 nd Baccalaureate
UNIT 3: FINANCE AND ACCOUNTS 3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and Revenue 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Debt/Equity ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal (some HL only)	During 2 nd Baccalaureate



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Internal assessment	2 nd and 3 rd Baccalaureate
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Syllabus component	Teaching hours
<p>Unit 2: Human resource management</p> <ol style="list-style-type: none"> 1. Functions and evolution of human resource management 2. Organizational structure 3. Leadership and management 4. Motivation 	<p>During 3rd Baccalaureate</p>
<p>Unit 4: Marketing</p> <ol style="list-style-type: none"> 1. The role of marketing 2. Marketing planning (including introduction to the four Ps) 4. Market research 5. The four Ps (product, price, promotion, place) 4.8 E-commerce 	<p>During 3rd Baccalaureate</p>
<p>Unit 5: Operations</p> <ol style="list-style-type: none"> 5.1 The role of operations management 5.2 Production methods 5.4 Location 	<p>During 3rd Baccalaureate</p>
<p>Internal assessment</p>	<p>2nd and 3rd Baccalaureate</p>



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5. Assesment

Assesment Outline

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Samborondón - Ecuador





Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour and 15 minutes)</p> <p>Based on a case study issued in advance, with additional unseen material for section B.</p> <p>Assessment objectives 1, 2, 3, 4 (40 marks)</p> <p><i>Section A</i> Syllabus content: Units 1–5</p> <p>Students answer two of three structured questions based on the pre-seen case study. (10 marks per question)</p> <p><i>Section B</i> Syllabus content: Units 1–5</p> <p>Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)</p>	<p>75%</p> <p>30%</p>
<p>Paper 2 (1 hour and 45 minutes)</p> <p>Assessment objectives 1, 2, 3, 4 (50 marks)</p> <p><i>Section A</i> Syllabus content: Units 1–5</p> <p>Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks)</p> <p><i>Section B</i> Syllabus content: Units 1–5</p> <p>Students answer one of three structured questions based on stimulus material. (20 marks)</p> <p><i>Section C</i> Syllabus content: Units 1–5</p> <p>Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks).</p>	<p>45%</p>
<p>Internal assessment (15 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Written commentary</p> <p>Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)</p>	<p>25%</p>



Internal Assessment Criteria

Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

Guidance and authenticity

The written commentary (SL) submitted for internal assessment must be the students' own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria: students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students on one draft of the work. The teacher should provide oral or written advice on how the work could be improved, but must not edit the draft. The next version handed to the teacher must be the final version for submission. It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. Where collaboration between students



is permitted, it must be clear to all students what the difference is between collaboration and collusion.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student must confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following:

- the student's initial proposal
- the first draft of the written work
- the references cited
- the style of writing compared with work known to be that of the student
- the analysis of the work by a web-based plagiarism detection service such as turnitin.com.

The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

External Assessment Criteria

Three different methods are used to assess students

- Analytic markscheme
- Markbands
- Assessment criteria (for paper 1 and paper 2 extended response questions)

Pre-seen case study (paper 1)

The pre-seen case study is provided by the IB three months before the examination



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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.

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.

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 organized by assessment objective level in the “Assessment objectives” section earlier in the 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.

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 Program*.

External assessment details—SL



Paper 1

Duration: 1 hour and 15 minutes

Weighting: 30%

This paper is divided into two sections. Section A questions are based on the IB prescribed pre-seen case study issued to students three months before the examination. Section B questions are primarily based on the additional stimulus material given on the day of the examination, although students are expected to draw on the pre-seen material where relevant. Questions may be the same, similar or different for SL and HL students.

Students are expected to demonstrate the following assessment objectives.

Assessment objective	Section A	Section B
1. Demonstrate knowledge and understanding	X	X
2. Demonstrate application and analysis	X	X
3. Demonstrate synthesis and evaluation		X
4. Demonstrate a variety of appropriate skills	X	X

Section A

- Questions in this section are drawn from units 1 to 5 of the syllabus and refer to the prescribed preseen case study.
- Students answer two structured questions in total from a choice of three.
- The questions are each subdivided into parts.
- The command terms used in each part indicate the depth required.
- The questions may require: knowledge and understanding; application and analysis; and a variety of appropriate skills.
- The marks available for each part are indicated on the examination paper.
- Each question is worth 10 marks.



- Section A is worth a total of 20 marks.

Section B

- The questions in this section are drawn from units 1 to 5 of the syllabus and are primarily based on the additional stimulus material given on the day of the examination.
- Students answer one compulsory structured question.
- The question is subdivided into parts.
- The command terms used in each part indicate the depth required.
- The questions may require: knowledge and understanding; application and analysis; synthesis and evaluation; and a variety of appropriate skills.

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- The marks available for each part are indicated on the examination paper.
- Section B is worth a total of 20 marks.

Marks are allocated using a combination of an analytic markscheme and markbands.

Overall, the maximum for paper 1 is 40 marks.

Paper 2

Duration: 1 hour and 45 minutes

Weighting: 45%

This paper is divided into three sections. The structure of this paper is the same as HL paper 2. However, questions may be the same as, similar to, or different from, those used for the HL paper. SL students answer fewer questions.

Students are expected to demonstrate the following assessment objectives.

Assessment objective	Section A	Section B	Section C
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1. Demonstrate knowledge and understanding	X	X	X
2. Demonstrate application and analysis	X	X	X
3. Demonstrate synthesis and evaluation		X	X
4. Demonstrate a variety of appropriate skills	X	X	X

Section A

- The questions in this section are drawn from units 1 to 5.
- The questions have a quantitative focus.
- Students answer one structured question based on unseen stimulus material from a choice of two.
- The questions are subdivided into parts.
- The command terms used in each part indicate the depth required.
- The questions may require: knowledge and understanding; application and analysis; and a variety of appropriate skills
- The marks available for each part are indicated on the examination paper.
- Each question is worth 10 marks.
- Section A is worth a total of 10 marks.

Section B

- The questions in this section are drawn from units 1 to 5 of the syllabus.
- Students answer one structured question based on unseen stimulus material from a choice of three. External assessment 60 Business management guide
- The question is subdivided into parts.
- The command terms used in each part indicate the depth required.
- The questions may require: knowledge and understanding; application and analysis; synthesis and evaluation; and a variety of appropriate skills.



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- The marks available for each part are indicated on the examination paper.
- Each question is worth 20 marks.
- Section B is worth a total of 20 marks
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For sections A and B, marks are allocated using a combination of an analytic markscheme and markbands.

Section C

- The principal focus of questions in this section is on the concepts of change, culture, ethics, globalization, innovation and strategy that underpin the business management course.
- While the principal focus for each question is on two of the concepts, students need to draw on their knowledge of other relevant topics in the syllabus.
- There is no stimulus material provided for the questions.
- Students are required to address the question in relation to at least one real-world organization but may use information from a range of sources, which may include real-world case studies examined in class and IA research. The real-world organization that students use in their responses must not be the case study organization featured in paper 1.
- The response should consider the perspectives of individuals and societies on which the real-world organization impacts.
- Students answer one extended response question from a choice of three.
- Assessment objective level 3 (AO3) command terms are used in the questions.
- The questions require: knowledge and understanding; application and analysis; synthesis and evaluation; and a variety of appropriate skills. • Each



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question is worth 20 marks.

- Section C is worth a total of 20 marks.

For section C, marks are allocated using assessment criteria. Marking notes included in the markscheme give additional guidance on how to apply the assessment criteria.

Overall, the maximum for paper 2 is 50 marks.

Bibliography:

International Baccalaureate Business Management Guide, first assessment 2016

International Baccalaureate Business Management Guide, first assessment 2024

Hoang, P. (2018). Business Management 4th Edition (4th ed.). Ibid Press.