

Description

The business management course is designed to develop students' knowledge and understanding of business 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 organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

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 organization, 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.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including 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.

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

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behavior
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the pace, nature and significance of change in local, regional and global context
5. Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations.
6. Develop an understanding of the importance of innovation in a business environment.
7. Enhance a student's ability to make decisions.
8. Provide students with an understanding of the nature of business activities and the environments within which they function.
9. Provide with a knowledge of the theoretical and practical aspects of the operation of the various types of business organizations.
10. Develop in students an understanding of the role of business activities in the modern world.
11. Develop in students an awareness of the changing and integrated nature of business problems and ability to explore and deal with these problems.
12. Develop in students the skill of analysis, synthesis and evaluation in the context of business decisions.
13. Develop in students the competencies and attitudes in playing the various roles in the business world.

Objectives

1. Demonstrate knowledge and understanding of business terminology, concepts and principles
2. Identify social and cultural factors, and ethical considerations, in the actions of organizations
3. Demonstrate competence in problem-solving by identifying the problem, selecting and interpreting data, applying appropriate analytical tools, and recommending solutions by evaluating their quantitative and qualitative implications
4. Evaluate information in order to distinguish between fact and opinion.
5. Collect, organize, interpret and present information in different forms, justifying and evaluating the chosen methodology
6. Demonstrate their ability to apply theory to real-life situations

Assessment objective	Key Command Term	Depth
1. Demonstrate knowledge and understanding	Define Describe Outline State	These terms require students to learn and comprehend the meaning of information.
2. Demonstrate application and analysis of knowledge and understanding	Analyse Apply Comment Demonstrate Distinguish Explain Interpret Suggest	These terms require students to use their knowledge and skills to break down ideas into simpler parts and to see how the parts relate.
3. Demonstrate synthesis and evaluation	Compare Compare and contrast Contrast Discuss Evaluate Examine Justify Recommend To what extent	These terms require students to rearrange component ideas into a new whole and make judgments based on evidence or a set of criteria.
4. Demonstrate a variety of appropriate skills	Annotate Calculate Complete Construct Determine Draw Identify Label Plot Prepare	These terms require students to demonstrate the selection and use of subject-specific skills and techniques.

How the course addresses:

INTERNATIONAL MINDEDNESS

Developing international-mindedness is at the heart of the Diploma Programme business management course. Of all organizations and actors in society, businesses are among those most affected by and affecting the forces of globalization.

In real life most of the businesses operate across national borders, and local businesses are influenced by international competition. The course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, outsourcing, E-commerce, human resource management, growth and business strategy.

The course encourages the use of contemporary examples and case studies at a variety of levels, from the local to the global, as well as from smaller-scale businesses to multinational ones.

The course is designed to give students an international perspective and to encourage their appreciation of cultural diversity among different types of business organizations, and individuals and groups within them.

The course promotes the ideals of international cooperation and responsible citizenship.

Students are encouraged to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world.

Thus, the Diploma Programme business management course contributes to students' developments as critical and effective participants in local, national and world affairs—business and otherwise.

TOK

To know that we know what we know, and that we know what we do not know, that is the true knowledge.

TOK is thinking about and questioning knowledge. TOK examines the ways of acquiring and transmitting knowledge, such as the use of language, sense perception, emotion and reasoning.

The four key questions in TOK are:

1. What is knowledge?
2. How is knowledge acquired?
3. What do we know?
4. How do we know what we know?

During the course in business and management a number of issues will arise that highlight the relationships between TOK and business and management. The purpose of TOK is to encourage student to think for themselves. As with other subject areas, knowledge in group 3 subjects can be gained in a variety of ways which can be used to help explain patterns of behaviour that lead to knowledge claims.

For Example: A knowledge question in business management challenges a statement, assertion or assumption about the subject that students believe to be true or take granted for. From a TOK perspective, students need to questions these claims and how they are justified.

EXTENDED ESSAY:

Extended Essay is an in-depth study of a focused topic, normally from one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity leading to a major piece of formally presented, structured writing of 3500-4000 words.

The world of business management offers much potential for creative extended essay. Living in an increasingly globalized world, students are involved as actors in what businesses do, from being consumers of goods and services to being campaigners for increase social responsibility. Fascinating decision-making takes place within business organizations in areas such as human resource management, production and marketing. Students have a genuine interest in many aspects of business management and thus may wish to explore them in more depth through their own independent research.

Although students are expected to write their extended essay based on secondary resources, there are opportunities for primary research as well up to some extent. Students may use secondary material such as company data, Balance sheets, and News articles and also collect the information from internet. The use of interview and surveys with managers and other stakeholders of business may also be undertaken and these present students with opportunities to explore the real world application of business theories, tools and techniques.

The breadth and depth of the course facilitates students researching topics that allow for meaningful and relevant links to be made between the syllabus and the requirements of the extended essay.

IB LEARNER PROFILE

Learner Profile	IB CRITERIA	Teacher's Responsibility
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	Students will search information on current issues in business and management and analyze those in the context of topic under study. They will inquire how to write a business plan.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	Students are updated with recent developments in political, economic, social and technological aspects of different countries. Promote a culture of sharing information available in newspapers, magazines, internet, etc.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	Critical thinking is promoted via the case studies that provide real-life situations, as everything in the business world is connected with each other which is promoted by organizing quizzes, debates and engage them in class room discussions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	This subject enables the students to discover alternative methods to present and share our ideas in different ways such as presentations, class room discussion, assemblies, debates, videos and mind maps.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	Students appreciate the involvement of leaders in promoting environment of integrity and honesty in their business practices. Ethical business person places a high value on protecting and advancing the lawful and legitimate interests of their companies and their colleagues
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	Subject and its procedures help students open their minds and to realize that there are different cultures everywhere, and everyone will not have same ideas. It will help them think from multiple perspectives and appreciate the historical tradition and geographical differences in and across cultures.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive	Business plays a crucial role in building a better society. The PESTLE analysis involves areas where business

	<p>difference in the lives of others and in the world around us.</p>	<p>needs to identify the environmental opportunities and threats. Simulation of these environments in the classroom enables students to take decisions to be caring for environment and society.</p>
Risk-takers	<p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>	<p>The internal assessment projects help to develop the risk taker trait among students. At SSE we provide students opportunities to go meet the local business owners and take into consideration their company decisions and assess whether or not those decisions will have any or no far reaching impacts. They may also take up small business setups within school like – running a food stall, book library or financing a charitable organization, will help them to develop this trait.</p>
Balanced	<p>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>	<p>Students learn to be balanced within and outside the classroom, while working on collaborative projects. In business, establishing a balance between multiple stakeholders through stakeholders mapping, enables them to get the maximum returns.</p>
Reflective	<p>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>	<p>The review of the decision helps them to reflect back and revise the decisions until they get the required results. The opinions expressed by them will reflect how people perceive things in different parts of the world.</p>

Months	Number of Hrs.	Topic	IB Assessments
Jul-14	9 Hrs.	Introduction to business management	Internal Assessment External Assessment
Jul-14	9 Hrs.	Types of Organization	Internal Assessment External Assessment
Aug-14	4 - Hrs.	Organizational objectives	Internal Assessment External Assessment
Aug-14	8 Hrs.	Stakeholders	Internal Assessment External Assessment
Sept – 14	10 Hrs.	External Environment	Internal Assessment External Assessment
Oct. 14	5 Hrs.	Growth & evolution	Internal Assessment External Assessment
July-14 to Oct 14	July - 2 hrs. Aug. 3 Hrs. Sept. 3 Hrs. Oct. 3 Hrs.	Organization Planning tools (HL)	Internal Assessment External Assessment
Oct. 14		1st TERM EXAMS	External Assessment
Nov. 14	3 Hrs.	Function & evolution of human resource management	Internal Assessment External Assessment
Nov. 14	6 Hrs.	Organizational Structure	Internal Assessment External Assessment
Dec. 14	6 Hrs.	Leadership & Management	Internal Assessment External Assessment
Dec. 14	3 Hrs.	Motivation	Internal Assessment External Assessment
Dec. 14	4 Hrs.	IA Discussion (introduction)	Internal Assessment External Assessment
Nov.14 to Jan. 15	Nov. 3 Hrs. Dec. 2 Hrs. Jan. 13 Hrs.	Organizational (corporate) culture (HL) Industrial/employee relations (HL)	Internal Assessment External Assessment
Feb. 15	4.5 Hrs.	IA Discussion	Internal Assessment
Feb-15		2 nd TERM EXAMS	External Assessment

Months	Number of Hrs.	Topic	IB Assessments
Mar. 15	7 Hrs.	Sources of finance	Internal Assessment External Assessment
Mar. 15	7 Hrs.	Costs & revenues	Internal Assessment External Assessment
April 15	6- Hrs.	Break even analysis	Internal Assessment External Assessment
Mar. 15 to April 15	Mar 4 Hrs. April 4 Hrs.	Efficiency ratio analysis (HL)	Internal Assessment External Assessment
April 15	4 Hrs.	Internal Assessment	Internal Assessment
June 15	5 Hrs.	Profitability & liquidity ratio	Internal Assessment External Assessment
June 15	5 Hrs.	Cash Flow	Internal Assessment External Assessment
July 15	5 Hrs.	The role of marketing	Internal Assessment External Assessment
July 15	4 Hrs.	IA Discussion	Internal Assessment
July 15	7 Hrs.	Marketing planning (including introduction to the 4 Ps)	Internal Assessment External Assessment
July 15	3Hrs.	Sales forecasting (HL only)	Internal Assessment External Assessment
Aug. 15	4 Hrs.	Market research	Internal Assessment External Assessment
Aug. 15	12 Hrs.	The four Ps (product, price, promotion, place)	Internal Assessment External Assessment
Sep. 15	6 Hrs.	The extended marketing mix of seven Ps (HL only)	Internal Assessment External Assessment
Sep. 15	6Hrs.	International marketing (HL only)	Internal Assessment External Assessment
Sep. 15	4 Hrs.	IA discussion	Internal Assessment
Oct. 15	8 Hrs.	E-commerce	Internal Assessment External Assessment

Months	Number of Hrs.	Topic	IB Assessments
Oct. 15	5 hrs.	The role of operations management	Internal Assessment External Assessment
Oct. 15		3 rd TERM EXAMS	External Assessment
Nov. 15	3 Hrs.	Production methods	Internal Assessment External Assessment
Nov. 15	3 Hrs.	Location	Internal Assessment External Assessment
Dec. 15	4 Hrs.	Lean production and quality management (HL only)	Internal Assessment External Assessment
Dec. 15	4 Hrs.	Production planning (HL only)	Internal Assessment External Assessment
Dec. 15	4 Hrs.	Research and development (HL only)	Internal Assessment External Assessment
Dec. 15	4 Hrs.	Crisis management and contingency planning (HL only)	Internal Assessment External Assessment
Jan. 16	4 Hrs.	Final accounts (some HL only)	Internal Assessment External Assessment
Jan. 16	3 Hrs.	Efficiency ratio analysis (HL only)	Internal Assessment External Assessment
Jan. 16	4Hrs.	Investment appraisal (some HL only)	Internal Assessment External Assessment
Jan. 16	3Hrs.	Budgets (HL only)	Internal Assessment External Assessment
Feb 16		Mock Exams	External Assessment
April 9,15		Finalize Research question	Internal Assessment
July 10,15		Research Proposal (1 st draft)	Internal Assessment
Sept 25,15		Second Draft	Internal Assessment
Nov. 30,15		Final Submission	Internal Assessment
Mar. 16 to Apr. 16		Revision and Case study discussions	Internal Assessment External Assessment
May-16		FINAL EXAMS	

External assessment mark bands—SL and HL

SL and HL Paper 1, Section A

Marks	Level Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	<p>Little knowledge and understanding of relevant issues and business management tools (where applicable), techniques and theories.</p> <p>Little use of business management terminology.</p> <p>Little reference to the stimulus material.</p>
3-4	<p>A description or partial analysis of some relevant issues with some use of business management tools (where applicable), techniques and theories.</p> <p>Some use of appropriate terminology.</p> <p>Some reference to the stimulus material that goes beyond the name of a person(s) and/or the name of the organization.</p> <p>At the lower end of the mark band, responses are mainly theoretical.</p>
5-6	<p>An analysis of the relevant issues with good use of business management tools (where applicable), techniques and theories.</p> <ul style="list-style-type: none">• Use of appropriate terminology throughout the response.• Effective use of the stimulus material.

SL and HL Paper 1, Section B and SL and HL Paper 2, Sections A and B

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

HL paper 1, section C

There are five assessment criteria for this question type.

Criteria	0	1	2	3	4
A: Knowledge and understanding of tools, techniques and theories	The work does not reach a standard described by the descriptors below.	Superficial knowledge of relevant tools, techniques and theory is demonstrated.	Satisfactory knowledge and understanding of relevant tools, techniques and theories is demonstrated.	Good knowledge and understanding of relevant tools, techniques and theories is generally demonstrated, though the explanation may lack some depth or breadth.	Good knowledge and understanding of relevant tools, techniques and theories is demonstrated.
B: Application	The work does not reach a standard described by the descriptors below.	The relevant business management tools, techniques and theories are connected to the case study organization, but this connection is inappropriate or superficial.	The relevant business management tools, techniques and theories are appropriately connected to the case study organization, but this connection is not developed.	The relevant business management tools, techniques and theories are generally well applied to explain the situation and issues of the case study organization, though the explanation may lack some depth or breadth. Examples are provided.	The relevant business management tools, techniques and theories are well applied to explain the situation and issues of the case study organization. Examples are appropriate and illustrative.
C: Reasoned arguments	The work does not reach a standard described by the descriptors below.	Statements are made but these are superficial.	Relevant arguments are made but these are mostly unjustified.	Relevant arguments are made and these are mostly justified.	Relevant, balanced arguments are made and these are well justified.
D: Structure	The work does not reach a standard described by the descriptors below.	Two or fewer of the structural elements are present, and few ideas are clearly organized.	Three of the structural elements are present, or most ideas are clearly organized.	Three or four of the structural elements are present, and most ideas are clearly organized.	All of the structural elements are present, and ideas are clearly organized.
E: Individual and societies	The work does not reach a standard described by the descriptors below.	One individual or group perspective is considered superficially or inappropriately.	One relevant individual or group perspective is considered appropriately, or two relevant individual or group perspectives are considered superficially or inappropriately.	At least two relevant individual or group perspectives are considered appropriately.	Balanced consideration is given to relevant individual and group perspectives.

SL and HL paper 2, section C

There are five assessment criteria for this question type.

Criteria	0	1	2	3	4
A: Knowledge and conceptual understanding	The work does not reach a standard described by the descriptors below.	Superficial knowledge of the given concepts is demonstrated. Business management content is not selected or the content selected is irrelevant.	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.	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.	Good understanding of both of the given concepts is demonstrated. The business management content selected is relevant, sufficient and well explained.
B: Application	The work does not reach a standard described by the descriptors below.	The given concepts and/or any relevant business management content are connected to the real-world organization(s), but this connection is inappropriate or superficial.	The given concepts and/or relevant business management content are connected appropriately to the real-world organization(s), but this connection is not developed.	The given concepts and relevant business management content are generally well applied to explain the situation and issues of the real-world organization(s), though the explanation may lack some depth or breadth. Examples are provided.	The given concepts and relevant business management content are well applied to explain the situation and issues of the real-world organization(s). Examples are appropriate and illustrative.
C: Reasoned arguments	The work does not reach a standard described by the descriptors below.	Statements are made but these are superficial.	Relevant arguments are made but these are mostly unjustified.	Relevant arguments are made and these are mostly justified.	Relevant, balanced arguments are made and these are well justified.
D: Structure	The work does not reach a standard described by the descriptors below.	Two or fewer of the structural elements are present, and few ideas are clearly organized.	Three of the structural elements are present, or most ideas are clearly organized.	Three or four of the structural elements are present, and most ideas are clearly organized.	All of the structural elements are present, and ideas are clearly organized.
E: Individuals and societies	The work does not reach a standard described by the descriptors below.	One individual or group perspective is considered superficially or inappropriately.	One relevant individual or group perspective is considered appropriately, or two relevant individual or group perspectives are considered superficially or inappropriately.	At least two relevant individual or group perspectives are considered appropriately.	Balanced consideration is given to relevant individual and group perspectives.

Internal assessment criteria—SL

The SL business management written commentary is assessed against seven criteria that are related to the assessment objectives for the business management course.

Criteria	0	1	2	3	4	5
A: Supporting documents	The work does not reach a standard described by the descriptors below.	There are only one or two, or more than five, supporting documents, or they are of marginal relevance.	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.	The supporting documents are relevant and sufficiently in-depth.	The supporting documents are relevant, sufficiently in-depth and provide a range of ideas and views.	
B: Choice and application of business tools, techniques and theories	The work does not reach a standard described by the descriptors below.	There is a limited selection of business management tools, techniques and theories, and these are not applied.	There is a limited selection of business management tools, techniques and theories, and these are superficially applied.	There is an appropriate selection of business management tools, techniques and theories, but these are superficially applied.	There is an appropriate selection of business management tools, techniques and theories, and these are suitably applied.	There is an appropriate selection of business management tools, techniques and theories, and these are skillfully applied.
C: Choice and analysis of data and integration of ideas	The work does not reach a standard described by the descriptors below.	There is a limited selection of data from the supporting documents but no analysis.	There is a limited selection of data from the supporting documents with superficial analysis.	There is an appropriate selection of data from the supporting documents with satisfactory analysis.	There is an appropriate selection of data from the supporting documents with good analysis and some integration of ideas.	There is an appropriate selection of data from the supporting documents with skillful analysis and a coherent integration of ideas.
D: Conclusions	The work does not reach a standard described by the descriptors below.	Conclusions are inconsistent with the evidence presented, or conclusions are superficial.	Some conclusions are consistent with the evidence presented.	Conclusions are consistent with the evidence presented and explicitly answer the commentary question.		

E: Evaluation	The work does not reach a standard described by the descriptors below.	There is limited evidence of evaluation.	There is evidence of evaluation, and some judgments are substantiated.	There is evidence of evaluation, and judgments are substantiated.	There is thorough evidence of evaluation, and judgments are well substantiated.	
F: Structure	The work does not reach a standard described by the descriptors below.	Limited structure.	Appropriate structure.			
G: Presentation	The work does not reach a standard described by the descriptors below.	One or more of the above elements of a well presented commentary is missing.	All of the above elements of a well presented commentary are included.			

Internal assessment criteria—HL

The HL business management research project is assessed against nine criteria that are related to the assessment objectives for the business management course. Criterion A refers to the research proposal, while criteria B–I are used to assess the written report.

Criteria	0	1	2	3	4	5	5
A. RESEARCH PROPOSAL	The work does not reach a standard described by the descriptors below.	The research proposal is presented but is generally inappropriate, or two or more elements are missing.	The research proposal is generally appropriate but some elements lack clarity, detail and focus, or one element is missing.	The research proposal with all the required elements is appropriate, detailed, clear and focused.			
B. Sources and data	The work does not reach a standard described by the descriptors below.	Some of the primary sources selected or the data collected are appropriate.	The primary sources selected and the data collected are appropriate, but are not varied and sufficient.	The primary sources selected and the data collected are appropriate, varied and sufficient			
C: Use of tools, techniques and theories	The work does not reach a standard described by the descriptors below.	There is a limited understanding of business management tools, techniques and theories, and these are not applied or are superficially applied.	There is a satisfactory understanding of relevant business management tools, techniques and theories, and these are suitably applied.	There is a good understanding of relevant business management tools, techniques and theories, and these are skillfully applied.			
D: Analysis and evaluation	The work does not reach a standard described by the descriptors below.	The results and findings are limited, and no analysis of them is provided.	The results and findings are limited, and a superficial analysis of them is provided.	There is a satisfactory analysis of the results and findings and some integration of ideas.	There is a satisfactory analysis of the results and findings, a satisfactory integration of ideas and some evidence of evaluation.	There is a good analysis of the results and findings, a good integration of ideas and evidence of substantiated evaluation.	There is a skillful analysis of the results and findings, a coherent integration of ideas and consistent evidence of substantiated evaluation.
E: Conclusions	The work does not reach a standard described	There are some conclusions, but they are unsubstantiated and/or	Conclusions are substantiated and consistent with the				

	by the descriptors below.	inconsistent with the evidence presented in the main body of the report.	evidence presented in the main body of the report. Areas for further study have been identified, if appropriate.				
F: Recommendations	The work does not reach a standard described by the descriptors below.	There are recommendations, but they are unsubstantiated and/or inconsistent with the conclusions, or they do not answer the research question.	The recommendations are substantiated and consistent with the conclusions, and they answer the research question.				
G: Structure	The work does not reach a standard described by the descriptors below.	Limited structure.	Appropriate structure.				
H: Presentation	The work does not reach a standard described by the descriptors below.	The report is missing one or more of the required components, or the components are not in the correct order or format.	The report includes all of the required components in the correct order and format.				
I: Reflective thinking	The work does not reach a standard described by the descriptors below.	The report includes limited or superficial reflective thinking on the approach taken in this piece of research and its limitations.	The report includes appropriate evidence of reflective thinking on the approach taken in this piece of research and its limitations.				

Resources

1. Basic books Business and Management for the IB Diploma Peter Stimpson and Alex Smith(Cambridge Press)
2. Reference books : 3rd edition of Paul Hoang's B&M textbook, OUP book by Loykie, Matrin and Robert Pierce, textbook by Muchena (OUP)
3. BM Revision Guide : By Hodder Education and OSC respectively
4. BM Study Guide : Business Management Study Guide 2014 edition: Oxford IB Diploma Programme byLloydGutteridge
5. www.bbc.co.uk/education
6. business2000.ie
7. businesscasestudies.co.uk
8. <http://www.businessinsider.com/most-important-business-case-studies-2012-10?IR=T>
9. examwizard.co.uk
10. <http://www.businessmanagementib.com/>
11. kathoot.com
12. kathoot.it
13. <http://www.ted.com/>
14. www.tutor2u.net
15. www.dineshbakshi.com