2023-2025
COURSE OUTLINE

International Baccalaureate
Business Management
Form 5 and Form 6

The School of the Nations course outline provides parents and students with information about the overall structure of the courses of study, the assessments and expectations.

1. Course Overview

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—**creativity**, **change**, **ethics** and **sustainability** —this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

The business management course encourages the application of local, national and global examples to content and concepts; the internal assessment (IA) for both SL and HL is an individual business research project that allows greater analysis and evaluation of content, concepts and context. Students can develop a deeper understanding of an organization by studying its processes through the lenses of **creativity, change, ethics** and **sustainability**.

For the external assessment (paper 1 SL and HL), students will be assessed on their knowledge of important contemporary business topics through their analysis of a fictitious business. Paper 2 (SL and HL) has a greater focus on developing students' analytical and financial quantitative skills. This will allow students to combine their qualitative writing as business communicators with deeper financial analysis. In paper 3 (HL only) students apply their knowledge of business tools and content through an innovative and potentially disruptive social enterprise. This paper will allow business students to demonstrate their empathetic, creative, analytical and evaluative skills. It will allow students to make ethical strategic decisions for their stakeholders on a disruptive good or service; in the process, changing the lives of their stakeholders for the better.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

International Mindedness

Developing international-mindedness is essential to the business management course. Many businesses operate across national borders and even seemingly local businesses are influenced by international competition. The business management course helps students to understand and evaluate the implications of business activity in an interconnected, global market.

The course encourages the use of inquiries, 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. Throughout the course, teachers can choose case studies that reflect the context that they are teaching as well as case studies that allow for comparisons across contexts. The four key concepts underpinning the course create a framework for these discussions. 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.

2. Course Aims

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

1. develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. foster an informed understanding of ethical and sustainable business practices
3. explore the connections between individuals, businesses and society
4. engage with decision-making as a process and a skill.

3. Core Components

3.1 Creativity, Activity, Service (CAS)

In the business management course students explore interactions between humans and their environment in their own context and learn to reflect on their own identity, and potential roles in society. They are encouraged to contribute to positive change in their communities. Students develop awareness and knowledge of how certain businesses work, through in-depth research of case studies, including an IA component that deepens their understanding of the complexities in business.

This knowledge is extended through creativity, activity, service (CAS), where students are motivated to act as responsible global citizens. By acquiring skills, they learn about strategic thinking and setting objectives, acquire planning skills and develop an appreciation for different cultural perspectives within organizations. These skills support their CAS activities and help the students to choose CAS activities with significance or meaning for their communities.

3.2 Theory of Knowledge

Business management and theory of knowledge

Theory of knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their perspectives and the perspectives of others.

There are potential TOK connections throughout the business management syllabus. For example, there is a particularly strong synergy between the business management topic of management information systems and the optional TOK theme of "knowledge and technology". Both consider the impact of today's "information age", its scope and ethical considerations concerning innovations such as artificial intelligence and data mining.

In TOK, students study a core theme, optional themes and areas of knowledge using a tool called the "knowledge framework". This framework consists of four elements: scope, perspectives, methods and tools, and ethics. The links between business management and the TOK knowledge framework elements are explored briefly under the following headings.

Scope

How do we decide whether a particular discipline should be regarded as a human science? Do the disciplines in the human sciences diverge from each other more fundamentally than disciplines in other areas of knowledge? Are some types of knowledge more useful than others?

This element explores how the discipline and practice of business management fits within the totality of human knowledge. It encourages discussion of how business management relates to other academic disciplines, and how the human sciences compare and contrast with other areas of knowledge. Students could also reflect on how business organizations support almost every aspect of human endeavour from public universities and private pharmaceutical companies working together to develop new vaccines, to non-government organizations (NGOs) providing primary education to the rural poor in developing countries. The scope of business organizations to develop knowledge and ideas is only limited by entrepreneurs' collective imaginations. Discussions of scope also allow students to explore the limitations and potential applications of new knowledge that is generated by business organizations.

2

Perspectives

Are some types of knowledge less open to interpretation than others? Why do facts sometimes not change our minds? How can we decide between the views of experts when they disagree with each other? This element focuses on the importance of context and different perspectives. Perspectives are a crucial aspect of all IB courses—the IB mission statement closes with the aim of developing "… learners who understand that other people, with their differences, can also be right". There are many ways to make exciting and compelling links to perspectives in the business management course. For example, a recurring topic throughout the business management syllabus is stakeholders, their differing viewpoints, conflicting objectives and how they are affected by change. Considering the differing perspectives of stakeholder groups allows students to gain a greater understanding of issues as diverse as financial accounts and workforce participation. Linking to TOK discussions about perspectives can help students to deepen understanding of their own perspectives as well as making them more aware of the perspectives of others.

Methods and tools

To what extent are the methods used in the human sciences "scientific"? To what extent can human scientists use mathematical techniques to make accurate predictions? How can we judge when evidence is adequate?

This element focuses on exploring the methods, tools and practices that we use to produce knowledge. Woven into every unit is the business management toolkit. This suite of decision-making tools is designed to help business leaders assess their current situation and implement strategies for the future. To evaluate these tools, students must consider the reliability of the data fed into these tools and the subjectivity of their outcomes. This evaluative approach also fits with the fourth aim of the business management course, which helps students to engage with decision-making as a process and a skill.

Ethics

In what ways do ethical judgments differ from other kinds of decisions? To what extent are the methods of the human sciences limited by the ethical considerations involved in studying human beings? Does all knowledge impose moral obligations on those who know it?

Ethics is both part of the TOK knowledge framework and one of the concepts in business management. The first aim of this course is "to develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs, and as change agents". Students can consider ethical decision-making within every unit, whether it be privacy issues relating to big data and consumer profiling or the moral objectives of social enterprises. When making links to TOK and ethics, the focus should be clearly on ethics concerning knowledge. So, for example, rather than merely debating whether a controversial issue is right or wrong, in TOK, students would consider what criteria we could use to make such judgments, who decides, or where our values and moral beliefs come from.

3.3 Business management and the extended essay

An extended essay (EE) in business management provides students with an opportunity to undertake in-depth research in a certain area or topic in the subject. The world of business management offers potential for creative EEs. Students have a diverse range of areas to conduct their independent research from human resource management, to finance, to operations, to marketing.

While undertaking the business management course, students develop essential skills that can enable them to produce a well-balanced EE. Although students are expected to base their EE on secondary resources, primary research can be used as well, where appropriate. Students may wish to use secondary material such as company data, which is often accessible due to the reporting requirements of businesses.

To develop and support their arguments, students should apply relevant business theory and conduct through analysis and evaluation in an effort to answer the research question. The EE in business management is not an extension of the internal assessment (IA) task for the subject. Students must have a clear understanding of the distinction between the IA and the EE. For more information refer to the "Business management: Subject-specific guidance" section of the EE website, found on the programme resource centre.

4. Course Content

Syllabus Component	Recommended Teaching Hours	
	SL	HL
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 (MNCs)	20	20
Unit 2: Human resource management 2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture **(HL only)** 2.6 Communication 2.7 Industrial/employee relations **(HL only)**	20	35
Unit 3: Finance and accounts 3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis **(HL only)** 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets **(HL only)**	30	45
Unit 4: Marketing 4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting **(HL only)** 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing **(HL only)**	30	35
Unit 5: Operations management 5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management **(HL only)** 5.4 Location 5.5 Break-even analysis 5.6 Production planning **(HL only)** 5.7 Crisis management and contingency planning **(HL only)** 5.8 Research and development **(HL only)** 5.9 Management information systems **(HL only)**	15	45
Business management toolkit	10	35

Research time allocated for the pre-released statement in paper 1	5	5
Internal assessment	20	20
Total teaching hours	**150**	**240**

5. IB Approaches to Teaching and Learning

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.

The approaches to *teaching* are:

- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment

The approaches to *learning* are:

- Thinking skills
- Communications skills
- Social skills
- Self-management skills
- Research skills

6. IB Learner Profile

The aim of the IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-Takers
- Balanced
- Reflective

The IB Learner Profile closely reflects the SON Learner Profile, identifying elements of identity which prepares world citizens who will become active, positive and conscientious participants in the advancement of society and in their own development. Each element is composed of a set of attitudes, qualities, understandings, skill and habits. These are incorporated in the teaching and learning process. The details of the SON Learner Profile can be found in the Student and Parent Handbook.

7. Grading

7.1 School Internal Grades

7.1.1 *Academic Achievement*

The School's grading system for the IB Diploma Programme follows the IBO scale of 1 to 7. A student's performance in individual subjects is graded as follows:

Grade	Interpretation
7	Excellent
6	Very Good

5	Good
4	Satisfactory
3	Basic Standard
2	Poor
1	Very Poor

Note: Because of School's internal requirements such as attendance, timeliness and accuracy of homework, special projects, or performance on formative and summative tests in the classroom, students' performance may vary between School assigned grades and IB assessments.

7.1.2 Effort

Effort marks are given and recorded in the report cards for Forms 5 and 6 for all subjects.

Grade	Descriptor
5	Consistently demonstrating a high degree of effort in all areas of the subject
4	Frequently demonstrating a high degree of effort in all areas of the subject
3	Generally demonstrating a significant degree of effort in all areas of the subject
2	Occasionally demonstrating effort in some areas of the subject
1	Rarely, if ever, demonstrating effort in some areas of the subject

7.1.3 Project Week (Form 5 only)

The mid-year assessment is comprised of a full week of collaborative project-based learning. During the project week students develop various cross curricular soft skills. Assessment and reporting of learning is based on the following rubric.

Project Week Assessment Rubric		1	2	3	4	5
Collaboration 合作	She/he demonstrates effective collaboration skills by: • actively contributing to the group's processes of planning, decision making and action • being sensitive and respectful towards others and as well as responsive to their needs • actively listening to others' points of view and considering others' perspective willingly • fully supporting and whole-heartedly applying the decisions of the group • completing assigned tasks effectively and using feedback from others to improve work • supporting others to achieve their goal 她/他通過以下方式展示有效的合作技能： • 積極參與團隊的計劃、決策和行動流程 • 對他人善解人意和尊重，並回應他們的需求 • 積極傾聽他人的觀點，樂意地考慮他人的觀點 • 完全支持並全心全意地應用團隊的決定 • 有效完成分配的任務並利用他人的反饋改善工作成果 • 支持他人實現目標	Emerging 萌芽		Achieving 實現中		Excelling 優秀

Organisation **組織**	She/he demonstrates effective organisation skills by: • having a clear goal and a thought-through plan of how to achieve it • being methodical and systematic in approach • following through with assigned tasks in a timely manner • monitoring progress and addressing challenges • staying focused on tasks and remaining positive despite challenges 她/他通過以下方式展示有效的組織技能： • 有一個明確的目標，並對如何實現目標有一個深思熟慮的計劃 • 方法有條理和系統化 • 及時完成分配的任務 • 監測進展並應對挑戰 • 專注於任務並在面臨挑戰時保持積極的態度			
Research and Critical Thinking **研究及批判性思維**	She/he demonstrates critical thinking skills by: • striving to independently investigate and understand issues • actively seeking answers to questions • investigating the purpose, evidencing research and producing reasoning • being open-minded and fair-minded when considering new ideas and perspectives • making connections by looking for links between ideas and concepts • seeking out reliable and accurate information through independent research 她/他通過以下方式展示批判性思維技能： • 努力獨立調查和理解問題 • 積極尋求問題的答案 • 調查目的、證明研究和推理 • 在考慮新想法和觀點時保持開放和公正的態度 • 通過尋找想法和概念之間的聯繫來建立連結 • 通過獨立研究尋找可靠和準確的信息			
Presentation **報告及展示**	She/he demonstrates effective presentation skills by: • ensuring the group's presentation/project uses relevant, well-chosen descriptions/facts/details • ensuring the group's presentation/project includes all the required elements • ensuring the presentation/project is well structured and coherent • ensuring the presentation stays within the allocated frame • keeping eye contact with the audience (most of the time) • using a clear voice with appropriate tone and volume • using appropriate language, demonstrating command of formal English • responding to questions from the audience 她/他通過以下方式展示有效的報告技能： • 確保小組的展示文稿/項目使用相關的、精心挑選的描述/事實/細節 • 確保小組的展示/項目包括所有必需的元素 • 確保展示/項目結構良好且連貫一致 • 確保展示文稿保持在分配的框架內 • 與觀眾保持目光接觸（大部分時間） • 使用清晰的聲音和適當的語氣和音量 • 使用適當的語言，表現出對正式英語的掌握 • 回答觀眾的問題			
Reflection **學生反思**	She/he demonstrates effective reflection skills by: • effectively analysing experiences to identify those which have led to growth/learning • accurately identifying areas of strength and weakness • generating creative solutions to problems/ways to improve in the future • demonstrating the ability actively and effectively reflect with her/his team members 她/他通過以下方式展示有效的學生反思技能： • 有效地分析經驗以確定那些經驗導致成長/學習 • 準確識別優勢和劣勢領域 • 為問題提出創造性的解決方案/未來改善的方法 • 展示積極有效地與團隊成員進行反思的能力			

7.2 IB Subject Grade Descriptors

The following outlines the IB subject specific grade descriptors of Group 3 Individual and Societies:

Grade	Descriptor
7	Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.
6	Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.
5	Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.
4	Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.
3	Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.
2	Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.
1	Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

8. Assessments

8.1 Assessment Objectives

By the end of the business management course, students are expected to achieve the following assessment objectives.

1. Demonstrate knowledge and understanding of:

- business management tools and theories
- course topics and concepts
- business problems, issues and decisions
- HL extension topics **(HL only).**

2. Apply and analyse:
   - explanations, concepts and theories
   - business management tools and theories
   - course topics and concepts
   - business problems, issues and decisions
   - business decisions and issues through the selection and use of appropriate data
   - HL extension topics **(HL only)**.

3. Synthesize and evaluate:
   - business management tools and theories
   - course topics and concepts
   - business problems, issues and decisions
   - stakeholder interests to reach informed business decisions
   - recommendations for competing future strategic options **(HL only)**
   - HL extension topics **(HL only)**.

4. Use and application of appropriate skills:
   - Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.
   - Select, interpret and analyse business materials from a range of primary and secondary sources.
   - Create well-structured materials using business management terminology.
   - Communicate analysis, evaluation and conclusions of research effectively.

8.2 School-based Assessments

School-based assessments are ongoing and are intended to measure student learning and provide constructive feedback. These assessments include a variety of formative and summative assessments like quizzes, presentations, business analysis reports and end of unit tests.

Form 5		Form 6	
Assessment Component	**Weighting**	**Assessment Component**	**Weighting**
Presentations, Group discussion, activities	30%	Presentations, Group discussion, activities	30%
Major assessment (Projects, tests)	45%	Major assessment (Projects, tests)	45%
Minor assessment (quizzes, case studies)	25%	Minor assessment (quizzes, case studies)	25%

For details about the assessment policy please refer to the ⬚SON Assessment System (Policy) updated JUNE2023

8.2.1 Weightages

The following represents the percentage weight for each academic year:

	Term 1	Term 2	Mid-Year Assessment	Term 3	Final Exam
Form 5	28%	28%	Project Week See passing criteria	28%	16%

| Form 6 | 30% | 30% | Mid-Year Exam 15% | N/A | 25% |

8.2.2 Passing Criteria

F5 Students whose total score is 23 points or above in the six IB Subject Groups will be promoted to the next level, along with:

- satisfactory completion of the Extended Essay requirements for DP year 1
- a final mark of a C or higher in Theory of Knowledge for year 1
- satisfactory completion of CAS (Creativity, Action & Service) activities for year 1
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject
- the grade for project week is a 3 (out of 5) or higher

To graduate from Secondary at the end of F6, students must gain 23 points or above in the six IB Subject Groups, along with:

- completion of the Extended Essay
- a final mark of a C or higher in Theory of Knowledge
- completion of CAS (Creativity, Action and Service) activities
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject

Should a student's academic performance falls below standard, the School reserves the rights of not registering a student for the full diploma track.

8.3 Official IBDP Assessments

8.3.1 Internal Assessment

Internal assessment (IA) 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.

The IA requirements at SL and at HL are the same. Students are expected to produce a business research project about a real issue or problem facing a particular organization using a conceptual lens.

The internal assessment is graded against the following criteria:

Integration of a key concept	5
Supporting Documents	4
Choice and application of tools and theories	4
Analysis and Evaluation	5
Conclusions	3
Structure	2
Presentation	2
Total	25

8.3.2 External Assessment Components

Standard Level (SL)

Component	Weighting (%)	Duration (hours)

Paper 1	35	1 hour 30 mins
Paper 2	35	1 hour 30 mins
Internal assessment	30	20

Higher Level (HL)

Component	Overall weighting (%)	Duration (hours)
Paper 1	25	1 hour 30 mins
Paper 2	30	1 hour 45 mins
Paper 3	25	1 hour 15 mins
Internal assessment	20	20

8.3.3 External Assessment Details

External assessment details—SL
Paper 1 (30 marks)
Duration: 1 hour 30 mins
Weighting: 35%

Section A: (20 marks) –Pre-released statement that specifies the context and background for the unseen case study
- ***All structured questions***
- 20 marks

Section B: (10 marks)
- Questions from units 1 to 5 of the syllabus
- ***One extended response question (out of two)***
- 10 marks

Paper 2 (40 marks)
Duration: 1 hour 30 mins
Weighting: 35%

Section A: (20 marks)
- ***All structured questions***
- 20 marks
Based on unseen stimulus material with a quantitative focus

Section B: (20 marks)
- ***One structured question out of 2 from unseen stimulus material***
- ***An extended response question***
- 20 marks

External assessment details—HL
Paper 1 (30 marks)
Duration: 1 hour 30 mins
Weighting: 25%

Section A: (20 marks) –Pre-seen statement that specifies the context and background for the unseen case study
- ***All structured questions***
- 20 marks

Section B: (10 marks)
- Questions from units 1 to 5 of the syllabus
- ***One extended response question (out of two)***
- 10 marks

Paper 2 (50 marks)
Duration: 1 hour 45 mins
Weighting: 30%

Section A: (30 marks)
- Quantitative focus (including HL topics)
- ***all structured questions from unseen stimulus material***
- 30 marks

Section B: (20 marks)
- Questions from units 1 to 5 of the syllabus +HL
- ***one structured question out of 2***
- ***an extended response question***
- 20 marks

Paper 3 (25 marks)
Duration: 1 hour 15 mins
Weighting: 25%
Based on unseen stimulus material about a social enterprise (including HL topics)
- **One compulsory question** based on the unseen stimulus material
- 25 marks

9. Academic Integrity

Students are expected to uphold a high standard of academic honesty and integrity. All homework, assignments, tests and exams are expected to represent the student's own effort. All forms of cheating or copying on assignments, tests or exams, plagiarism and other forms of deception to obtain credit are universally recognized as improper and dishonest conduct. Such behaviour is not acceptable and marks will not be awarded for work that does not represent the students' personal effort. For details of the policy regarding academic integrity please refer to Student and Parent Handbook.

10. Late Submission of Work

Assignments and homework are an important component of the teaching-learning process and are expected to be completed with quality and submitted on time. Assignments and homework tasks will be posted Managebac.

The following policy will apply for late work submission:

School-based Assessments

Late submission of work may result in a lower effort grade.

IB Official Assessments

Students may receive a zero for a given component of work if it is not submitted by the assigned deadline. Missing any of the required component grades may result in 'no grade' in the official IB results.

11. Classroom Materials and Procedures

Students will need to bring assigned textbooks, workbook and pocket folders to their lessons. They will need a pen, pencil, eraser, ruler and a calculator. The students will be informed in advanced if any additional items. In addition, as students in the IB course, they are expected to bring their laptop to class for activities, discussions and/or research if the situation arises.

References:

    (1) IBDP business management guide (First assessment 2024)

    (2) IB Business and Management Book (IBID Press) 5th Edition by Paul Hoang