SECONDARY CURRICULUM
IB DIPLOMA
BUSINESS MANAGEMENT
OVERVIEW
GRADE 11 – GRADE 12

IB Diploma Programme at Tesla Education

The **International Baccalaureate (IB) Diploma Programme** at Tesla Education, offered to students in **Grades 11 and 12**, represents the pinnacle of their learning journey. Designed to prepare students for success at university and beyond, the DP fosters **academic excellence**, **personal growth**, and a deep sense of **global citizenship**. Through its rigorous and **interdisciplinary curriculum**, students are challenged to think critically, engage with complex local and global issues, and develop an ethical perspective that informs responsible decision-making. The DP nurtures independent inquiry, research, and collaboration, empowering students to become **active, compassionate, and lifelong learners** who can thrive in a rapidly changing world. At Tesla, the DP experience is enriched by our commitment to **innovative teaching**, **personalized learning pathways**, and the integration of **IB Learner Profile attributes** across all subjects. Our graduates leave Tesla equipped with the **skills, knowledge, and mindset** required to succeed in leading universities and to contribute meaningfully to society.

Criteria for Successfully Achieving the IB Diploma Certificate

To be awarded the **IB Diploma**, students must meet the following requirements:

1. Subject Requirements
Students must complete **six DP subjects**, one from each group:

- **Group 1:** Studies in Language and Literature
- **Group 2:** Language Acquisition
- **Group 3:** Individuals and Societies
- **Group 4:** Sciences
- **Group 5:** Mathematics
- **Group 6:** The Arts **OR** a second subject from Groups 1–4

2. Levels

- At least **three subjects** must be taken at **Higher Level (HL)**.
- The remaining **three subjects** are taken at **Standard Level (SL)**.

3. Core Requirements ***(Mandatory for All Candidates)***
Students must complete and pass all three components of the **IB Diploma Programme Core**:

- **Theory of Knowledge (TOK):** Assessed through an exhibition and an essay.

- **Extended Essay (EE):** An independent, 4,000-word research paper.
- **Creativity, Activity, Service (CAS):** Successful completion of documented CAS experiences and a final project.

4. Point Requirements

- Minimum total: **24 points** out of **45**.
- Up to **3 bonus points** may be earned based on combined performance in **TOK** and **EE**.
- **CAS** completion is compulsory but does not contribute to points.

5. Minimum Scores Per Level

- A total of **at least 12 points** across the **three HL subjects**.
- A total of **at least 9 points** across the **three SL subjects**.
- No score lower than **2** in any HL subject.
- No score of **"N"** (non-submission) in any subject or core component.

6. Award of the Diploma

- **Maximum score:** 45 points
  - 6 subjects × **7 points** each = **42**
  - **TOK + EE bonus:** up to **3 additional points**
- The **IB Diploma** is awarded if the student:
  - Achieves **24 points or more**.
  - Meets the HL/SL minimum requirements.
  - Completes **TOK, EE, and CAS** successfully.
  - Has **no disqualifying conditions**.

Policy Alignment Statement

This course is delivered in full alignment with Tesla Education's IB-approved policies on assessment, language, inclusion, and academic integrity. These policies ensure that teaching, learning, and evaluation within the course are consistent with the IB Diploma Programme standards and support all students in achieving their personal and academic goals.

Subject Overview

The IB Diploma Programme (DP) Business Management course equips students with the knowledge, skills, and mindset to analyse, evaluate, and make strategic decisions in an increasingly interconnected global economy. It explores business functions, decision-making processes, and strategic planning through the interdisciplinary lenses of change, creativity, ethics, and sustainability.

Students investigate how businesses operate in local, national, and international contexts, examining the impact of internal and external factors on strategic decision-making and stakeholder relationships. Real-world case studies, data-driven inquiry, and conceptual analysis underpin learning, ensuring students gain practical skills relevant to both academic research and professional practice.

The course emphasises:

- Strategic Thinking – evaluating complex business challenges and recommending solutions.
- Quantitative & Qualitative Analysis – applying business tools to interpret financial and operational data.
- Global Perspectives – understanding diverse markets and stakeholder expectations.
- Ethical & Sustainable Leadership – making responsible decisions that balance people, planet, and profit.

Business Management fosters international-mindedness, develops critical and creative thinking, and prepares students for roles as ethical leaders, entrepreneurs, and innovators.

Course Levels

- Standard Level (SL): 150 teaching hours focused on developing analytical, decision-making, and communication skills using business tools and real-world contexts.
- Higher Level (HL): 240 teaching hours offering greater depth and breadth, including advanced analysis, strategic evaluation, and Paper 3 (social enterprise project).

Aims

- Develop as confident, creative, and compassionate leaders, entrepreneurs, and change agents.
- Critically evaluate business decisions through the lenses of ethics, sustainability, and stakeholder impact.
- Explore the connections between individuals, organisations, and society in diverse business contexts.
- Engage in strategic decision-making as both a skill and a process.

Approaches to Learning (ATL)

ATL Skill	Application in Business Management
Thinking Skills	Evaluate strategic options, analyse business problems, and synthesise data into recommendations.
Research Skills	Conduct market analyses, financial modelling, and organisational case studies using primary and secondary data.
Communication	Develop structured written reports, deliver oral presentations, and participate in debates using IB business terminology.
Self-Management	Manage deadlines for IAs, extended reports, and research milestones effectively.
Social Skills	Collaborate on simulations, negotiations, and stakeholder analysis projects in group settings.

IB Learner Profile

Learner Profile Attribute	**How Business Management Develops It**
Inquirers	Design and conduct investigations into organisational performance for the IA and EE.
Knowledgeable	Apply theories, models, and tools to interpret complex business environments.
Thinkers	Critically evaluate opportunities, risks, and competing stakeholder objectives.
Communicators	Present findings through reports, oral assessments, and debates effectively.
Principled	Make ethical decisions considering social responsibility, sustainability, and data privacy.
Open-minded	Analyse global case studies to understand diverse perspectives and markets.
Caring	Examine corporate social responsibility (CSR) and business impacts on communities.
Risk-takers	Propose innovative strategies, social enterprises, and entrepreneurial solutions.
Balanced	Manage workload across IA, EE, CAS, and exams effectively.
Reflective	Critically assess research methods and decision-making processes to improve future recommendations.

Assessment Criteria and Scale (Internal and External):
Aligned with the IB DP Business Management Guide (First Assessment 2024)

These objectives are assessed across all components — **Papers 1, 2, 3** and the **Internal Assessment**

AO	**Description**	**Weighting**

AO1	Demonstrate knowledge and understanding of business theories, tools, concepts, and contexts.	**25%**
AO2	Apply and analyse business tools, data, and real-world case studies to solve problems.	**30%**
AO3	Synthesize and evaluate business decisions and their impacts on stakeholders.	**25%**
AO4	Use appropriate research, quantitative, and communication skills to develop structured business arguments.	**20%**

External Assessment (75%)

Paper 1 – Pre-Released Case Study *(SL & HL)*

- Weighting: 35% SL | 35% HL
- Based on a pre-released case study shared in advance.
- Assesses application, analysis, and evaluation using real-world business scenarios.
- Structure:
    - Section A – Compulsory short-answer questions.
    - Section B – Structured data-response questions.
- Skills Assessed: AO1, AO2, AO3, AO4.

Paper 2 – Structured & Extended Response *(SL & HL)*

- Weighting: 40% SL | 25% HL
- Assesses analytical and evaluative skills across all core topics.
- Includes:
    - Short-answer responses.
    - Extended responses requiring synthesis of multiple business concepts.
- Skills Assessed: AO1, AO2, AO3, AO4.

Paper 3 – Social Enterprise Case Study *(HL only)*

- Weighting: 25% HL only
- Requires students to propose an innovative business strategy for a hypothetical social enterprise.
- Focuses on:
    - Stakeholder impact analysis.
    - Ethical and sustainable strategic recommendations.
    - Application of business tools and decision-making frameworks.
- Skills Assessed: AO2, AO3, AO4.

Internal Assessment (IA) – 25%

Business Research Project *(SL & HL)*

- Weighting: 25% SL & HL
- Task: An individual investigation into a real-world business issue.
- Length: Maximum 1,800 words.
- Data Sources: Combination of primary and secondary research.
- Moderation: Marked internally by Tesla teachers and externally moderated by IB.

Internal Assessment - Business Research Project

Criterion	Focus	Marks	Description
A: Research	Rationale & research question	**6**	Quality and relevance of research question and objectives.
B: Application of Tools & Concepts	Use of theories, tools, and models	**6**	Accurate and relevant application of business concepts.
C: Analysis & Evaluation	Business issue assessment	**6**	Depth of analysis, evaluation, and synthesis of findings.
D: Structure & Presentation	Organisation, data presentation	**4**	Logical flow, clarity, and professionalism of report.
E: Engagement & Reflection	Process, challenges, insights	**3**	Self-awareness and reflection on research choices.
Total Marks: 25			

Comparison Table: SL vs HL

Component	SL	HL
Paper 1	35%	35%
Paper 2	40%	25%
Paper 3	—	25%
IA	25%	25%
Total Weighting	100%	100%
Teaching Hours	150	240

DP Core Integration (ToK, CAS, EE)

Theory of Knowledge (TOK) Integration

TOK is embedded throughout the Business Management course to help students explore the nature of knowledge in business contexts, linking decision-making to cultural perspectives, ethical frameworks, and global challenges.

How TOK is Integrated:

- Guiding TOK questions are incorporated into class debates, case study analyses, and exam preparation.
- Links are explicitly mapped to assessments such as Paper 1 case studies, Paper 2 extended responses, and the IA research project.

Sample TOK Guiding Questions:

- How do biases and cultural context influence business decisions?
- To what extent should profitability outweigh ethical considerations?
- How reliable is financial data when making investment decisions?
- How does globalisation change the way businesses create value?
- Are business strategies ever free from subjective interpretation?

Creativity, Activity, Service (CAS) Integration

CAS offers students authentic opportunities to apply business concepts in real-world contexts, developing leadership, creativity, and ethical awareness. Projects are designed to complement Business Management units while fostering active global citizenship.

How CAS is Integrated:

- Students work individually or collaboratively on service-learning initiatives related to business sustainability, innovation, and social responsibility.
- Projects are tied to concepts taught in class, enhancing student engagement and real-world understanding.

Example CAS Projects:

- Social Entrepreneurship: Launch a micro-enterprise donating profits to community causes.
- Sustainability Campaigns: Develop marketing strategies for environmental or social advocacy projects.
- Financial Literacy Workshops: Teach budgeting, savings, and investment strategies to local students or families.
- Leadership Simulations: Organise workplace role-plays on recruitment, negotiations, and conflict resolution.

Extended Essay (EE) Integration

The EE provides students with the opportunity to deeply investigate a focused research question in a business context using primary and secondary data. Business Management EEs must demonstrate application of business theories, analysis of organisational data, and evaluation of strategic decisions.

EE Focus Areas:

- Human Resource Management:
  "How effective is Tesla's employee retention strategy in Ho Chi Minh City?"
- Marketing Strategy:
  "To what extent has digital marketing improved market reach for Vietnamese SMEs?"
- Finance & Investment:
  "How sustainable is the capital structure of XYZ Company post-expansion?"
- Operations & CSR:
  "How does adopting green operations affect Tesla's brand positioning?"

How EE is Supported:

- Year 1 Term 3: EE proposal workshop linked to finance research tools.
- Year 1 Term 4: Topic refinement and supervisor allocation.
- Year 2 Term 1: Methodology and referencing workshops.
- Year 2 Term 2: Draft submission and structured feedback.
- Year 2 Term 4: Final EE submission and TOK exhibition linkage.

Course Overview

Year	Term	Unit Focus	Key Topics	Assessment Focus	Core Integration (TOK / CAS / EE)
1	T1	**Unit 1: Introduction to Business**	Business structures, objectives, stakeholders, organisational goals	**Paper 1 prep** (case-based short responses), SWOT analysis	**TOK:** To what extent should profit be the primary objective of business?
1	T2	**Unit 2: Human Resource Management**	Leadership styles, motivation, organisational design, corporate culture	**IA proposal submission** + formative feedback	**CAS:** Workplace simulations on recruitment, leadership, and team-building
1	T3	**Unit 3: Finance & Accounts**	Sources of finance, ratio analysis, investment appraisal, budgeting	**Paper 2 MCQ & short-response test**	**EE:** Selecting research questions for finance-related investigations
1	T4	**Unit 4: Marketing**	Market research, 7Ps, branding, consumer behaviour, global markets	**IA draft submission** + teacher feedback	**TOK:** How reliable is consumer data for strategic decision-making?

2	**T5**	**Unit 5: Operations Management**	Lean production, location strategies, MIS, quality management, CSR	**Paper 1 mock** (structured case study responses)	**CAS:** Design sustainability campaigns inspired by case studies
2	**T6**	**Strategic Integration** *(HL focus)*	Applying decision-making tools (Ansoff, BCG, STEEPLE, Porter's Five Forces)	**IA final submission**	**TOK:** How does globalisation affect decision-making for SMEs?
2	**T7**	**Consolidation & Exam Strategy**	Synoptic review across all units, past paper practice, HL Paper 3 prep	**Full mock exams** (Papers 1, 2, and 3 HL)	**EE:** Consultation checkpoints and referencing workshops
2	**T8**	**Exam Readiness**	Final exam review, extended case simulations, cross-topic integration	**Final mock exams + HL Paper 3 simulation**	**TOK:** Are technological disruptions an opportunity or a threat to business?

Scope and Sequence

Year 1 – Grade 11

Term 1 – Unit 1: Introduction to Business

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Business environments	Business structures, objectives, stakeholders	Analyse internal vs external influences	SWOT analysis (formative)	TOK: Are profit-driven objectives ethically sustainable?
3–4	Organisational aims	Mission, vision, goals	Link strategic planning to corporate aims	Short written response	CAS: Role-play boardroom simulations
5–6	Strategic tools	PEST, STEEPLE, Ansoff Matrix	Apply tools to real companies	Case study exercise	TOK: How do data assumptions shape business decisions?
7–8	External influences	Globalisation, ethics, sustainability	Evaluate external factors using data	Group presentation	CAS: Evaluate a local SME's sustainability practices
9–10	Review	Unit consolidation	Integrate concepts with IA preparation	Paper 1-style practice	EE topic brainstorming

Term 2 – Unit 2: Human Resource Management

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Leadership	Leadership styles, theories	Compare theories & evaluate contexts	Leadership reflection journal	CAS: Student-led workplace simulations
3–5	Motivation	Motivation theories & practices	Evaluate motivational tools	IA proposal development	TOK: Can motivation be objectively measured?
6–7	Organisational design	Structures, cultures, outsourcing	Assess organisational impact on efficiency	Draft IA RQ	EE support: Selecting HR-related topics
8–10	Workplace trends	Recruitment, diversity, hybrid models	Critically analyse evolving workforces	IA proposal submission	CAS: Conduct mock recruitment exercises

Term 3 – Unit 3: Finance & Accounts

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration
1–3	Sources of finance	Equity, debt, retained earnings	Compare cost-benefit of sources	Financial planning exercise	EE workshop: Framing finance-related questions
4–5	Financial performance	Ratio analysis, profitability	Apply ratios to real companies	Paper 2-style MCQ	TOK: Does financial data reflect business success?
6–8	Investment appraisal	Payback, NPV, IRR	Use quantitative models for decision-making	IA data collection progress	CAS: Design financial literacy workshops
9–10	Final integration	Consolidate financial skills	Link finance to marketing & strategy	Paper 1 case study	TOK: How does bias influence risk perception?

Term 4 – Unit 4: Marketing

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Market research	Primary vs secondary data	Evaluate data reliability	IA draft submission	TOK: How reliable is consumer research data?
3–5	Consumer behaviour	Segmentation, positioning, targeting	Analyse consumer insights	Case study comparison	CAS: Social media marketing experiments
6–7	Marketing strategies	7Ps, pricing, global branding	Develop integrated marketing plans	Extended response questions	EE: Explore marketing-focused research
8–10	Integration	Evaluate marketing & finance	Combine cross-unit strategies	Paper 1 mock exam	TOK: Are brands shaped by consumers or companies?

Year 2 – Grade 12

Term 1 – Unit 5: Operations Management

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Lean production	Efficiency, JIT, Kaizen	Apply lean systems to case studies	Written reflections	CAS: Evaluate operational workflows
3–5	Quality management	TQM, Six Sigma	Analyse impact on customer satisfaction	IA feedback session	TOK: How do metrics define "quality"?
6–7	MIS & automation	Tech in operations	Evaluate digital transformations	Paper 2-style exam	EE: Data-driven operations topics
8–10	CSR & sustainability	Ethical sourcing, stakeholder conflict	Assess sustainability strategies	Paper 1 mock	CAS: Student-led sustainability projects

Term 2 – Strategic Integration

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration
1–3	Decision-making tools	BCG, Ansoff, Porter	Apply tools for strategic solutions	IA final submission	TOK: Do decision-making models reduce uncertainty?
4–5	Global strategies	Expansion, M&A, alliances	Evaluate cross-border strategies	Paper 2 mock	CAS: International business simulation
6–10	HL specialisation	Social enterprise & innovation	Propose new enterprise models	HL Paper 3 workshop	EE review: Finalising drafts

Term 3 – Consolidation & IA Support

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration
1–4	Consolidation	Synoptic review of all units	Integrate cross-unit analysis	Full mock exams	EE consultation checkpoints
5–8	Case study prep	Pre-released IB case study	Identify key insights and strategic options	Paper 1 mock	TOK: Is strategic planning based on assumptions?

Term 4 – Exam Readiness

Weeks	Focus	Key Topics	Skills Development	Assessment	TOK / CAS / EE Integration

1–4	Exam strategy	Past IB papers	Perfecting time management & structure	Final IB mock	TOK: Does data-driven strategy reduce uncertainty?
5–8	HL simulation	Social enterprise design	Apply HL Paper 3 requirements	HL Paper 3 mock	CAS: Pitching social enterprise solutions
9–10	Reflection	Post-mock analysis	Personalised coaching & growth plans	Learner portfolios submitted	EE: Supervisor review & IB upload

Assessment Calendar

Term	Assessment Task	Type	Weighting	IB Skills Assessed
T1	SWOT analysis, Paper 1-style case response	Formative	—	AO1, AO2
T2	IA proposal submission	Formative	—	AO1, AO2
T3	Paper 2 MCQ & short-response	Summative	10%	AO1, AO2
T4	IA first draft	Summative	5%	AO1, AO2, AO4
T5	Paper 1 mock exam	Summative	15%	AO1, AO2, AO3
T6	IA final submission	Internal Assessment	**25%**	AO1, AO2, AO3, AO4
T7	Full mock exams (Papers 1, 2, HL 3)	Summative	15%	AO1, AO2, AO3
T8	Final IB mock + HL Paper 3 simulation	Summative	20%	AO2, AO3, AO4
Final IB Exams	Paper 1, Paper 2, HL Paper 3	External	**75%**	AO1, AO2, AO3, AO4

Core Integration and Resource Use

Core Integration

The IB DP core elements — Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE) — are deeply embedded in the Business Management curriculum to ensure that students develop conceptual understanding, real-world problem-solving skills, and authentic global engagement.

1. Theory of Knowledge (TOK) Integration

TOK concepts are integrated into every unit to encourage students to question assumptions, analyse biases, and connect business decisions to wider social, cultural, and ethical contexts.

TOK connections appear in case study discussions, mock exams, and IA reflections.

Examples of TOK Guiding Questions:

- How does bias affect business decision-making and strategic planning?
- To what extent can financial data represent business success objectively?
- How do cultural perspectives shape leadership and organisational behaviour?
- Does globalisation create equal opportunities for SMEs and multinational corporations?
- Are sustainability strategies driven by ethics or market competitiveness?

Example in Practice:

- In Unit 4: Marketing, students examine the TOK question:
  "How reliable is consumer research when predicting behaviour?"
  They debate how assumptions, cultural context, and sampling bias impact data reliability.

2. Creativity, Activity, Service (CAS) Integration

CAS projects extend business learning beyond the classroom, encouraging students to apply theoretical concepts to real-world business challenges while fostering ethical awareness and global citizenship.

Examples of CAS-Linked Activities:

- Social Entrepreneurship Projects
  Launch a micro-enterprise donating profits to community causes.
- Sustainability Campaigns
  Design and promote eco-conscious marketing strategies linked to Unit 5: Operations Management.
- Financial Literacy Workshops
  Teach budgeting, savings, and investment skills to local students and families.
- Workplace Leadership Simulations
  Organise mock recruitment, negotiation, and conflict resolution exercises.
- Corporate Social Responsibility (CSR) Projects
  Partner with local SMEs to create CSR strategies addressing community needs.

3. Extended Essay (EE) Integration

Students may choose to write an Extended Essay in Business Management to conduct original research on a focused business question using primary and secondary data.

EE Focus Areas:

- Human Resources:
  "How effective is Tesla's employee retention strategy in Vietnam?"

- Marketing Strategy:
  "To what extent has VinFast's digital marketing improved its global presence?"
- Finance & Investment:
  "How sustainable is the capital structure of Unilever after its 2023 acquisition strategy?"
- Operations & CSR:
  "How does adopting green operations affect brand positioning in Vietnamese SMEs?"

EE Support Timeline:

- Year 1 T3: EE proposal workshop linked to finance research.
- Year 1 T4: Research question refinement + supervisor allocation.
- Year 2 T1: Methodology and referencing training.
- Year 2 T2: Draft submission and structured feedback.
- Year 2 T4: Final submission to IBIS.

Resource and Toolkit Integration

To deliver a rigorous and engaging Business Management curriculum, Tesla integrates digital platforms, authentic case studies, and decision-making tools throughout the course.

1. Business Decision-Making Tools

- Analytical Frameworks: SWOT, STEEPLE, PEST, BCG, Ansoff Matrix, Porter's Five Forces
- Strategic Tools: Gantt Charts, Decision Trees, Investment Appraisal Models, Ratio Analysis
- Scenario-Based Simulations: Real-world case study role plays and stakeholder negotiations

2. Digital Platforms and Research Resources

- IB PRC *(Programme Resource Centre)* — official IB specifications and exemplars
- InThinking — curated teacher resources, specimen papers, and assessment exemplars
- Investopedia & Bloomberg — finance concepts and live market data
- Statista & World Bank Data — access to global economic and industry trends
- Kahoot & Quizlet — gamified learning and formative assessment tools

3. Case Studies

Case studies are authentic, current, and diverse, including:

- Global Corporations: Tesla Inc., Apple, Unilever, Samsung

- Innovative Startups: VinFast, Grab, MoMo e-Wallet
- Local Vietnamese Businesses: Real SMEs for IA research and CSR project integration

Collaborative Planning & Reflection

Tesla ensures curriculum alignment, assessment consistency, and continuous improvement through structured collaborative practices:

1. Vertical and Horizontal Alignment

- Vertical alignment with MYP Individuals & Societies ensures skills progression into DP.
- Horizontal alignment with Economics and Global Politics ensures interdisciplinary connections.

2. Internal Moderation and Standardisation

- IA Moderation Meetings: Regular collaborative marking sessions to ensure accuracy and fairness.
- Use of IB exemplars and Tesla-developed rubrics to standardise teacher judgments.

3. Cross-Curricular TOK and CAS Integration

- Joint planning with TOK coordinators to embed TOK debates into every assessment cycle.
- Collaboration with CAS advisors to design sustainability-driven projects linked to Operations and Marketing units.

4. Reflection and Review

- End-of-unit reflections on student performance, teaching strategies, and resource effectiveness.
- Student feedback collected via surveys, learner portfolios, and IA conferences.
- Continuous refinement based on examiner reports and IB updates.