

## IB Business Management

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**Planning Periods:** 1A and 8B  
**Tutoring Day (s) and Time (s):**

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### **Course Catalog Description** - [School District Five of Lexington and Richland Counties Course Catalog](#)

IB Business and Management courses prepare students to take the International Baccalaureate Business Management exam at either the Higher Level. In keeping with Individual and Society courses, IB Business and Management promotes problem-solving by identifying the problem, selecting and interpreting data, applying appropriate analytical tools, and recommending solutions by evaluating their quantitative and qualitative implications. This course also equips students with knowledge and understanding of business terminology, concepts, and principles.

### **Course Standards** - [IB Website](#)

#### **Instructional Goals**

Individuals and societies subjects help young people to develop a connection to our shared planet, exploring how to live sustainably and promoting the well-being of all people in our pursuit of a more peaceful world. The aims of all the individuals and societies subjects are to equip young people to:

1. explore and critically engage with multiple perspectives and ways of thinking
2. investigate and evaluate the interactions between individuals and societies
3. think and act as informed and principled individuals in societies
4. understand and value the variety and diversity of the human experience across time and place.

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.

#### **Assessment Objectives**

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

AO1: Knowledge and understanding Demonstrate knowledge and understanding of:

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

**AO2: Application and analysis Apply and analyze:**

- 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).

**AO3: Synthesis and evaluation 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).

**AO4: 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 analyze 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.

**Areas of Exploration****1. Assessment criteria**

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

**2. Markbands**

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

### **3. Analytic markschemes**

Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

### **4. Marking notes**

For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

## **Central Concepts**

Concepts are vital in studies of business management and organization courses since they help organize and guide the study of works across the four areas of exploration. The concepts interact with the four areas of exploration in numerous ways and contribute a sense of continuity in the transition from one area to the next. They also facilitate the process of establishing connections between case studies and activities, making it easier for students to identify different ways in which the works they study relate to one another. The four concepts of Change, Creativity, Ethics, and Sustainability allow students to develop a deeper understanding of an organization by studying its processes.

## **The Learner Portfolio**

The learner portfolio is a central element of the business management course and is mandatory for all students. It is an individual collection of student work compiled during the two years of the course. The work carried out for the learner portfolio forms the basis of preparation for the assessment. It is a fundamental element of the course, providing evidence of the student's work and a reflection of his or her preparation for the assessment components. Schools may be required to submit the learner portfolio. The learner portfolio is a place for a student to explore and reflect on case studies, as well as establish connections between them and with the areas of exploration and the central concepts in the subject. In the learner portfolio, students will be expected to reflect on their responses to the works being studied in the corresponding area of exploration. They will also be expected to establish connections between these works and previous ones they have read, and between their perspectives and values as readers and those of their peers. As they progress through the syllabus, it is expected that these connections will be drawn between works within and across areas of exploration, and that they will provide a foundation for the construction of broader knowledge about the transactions between case studies, including texts, culture and identity. The learner portfolio must consist of a diversity of formal and informal responses to the works studied, which may come in a range of critical and/or creative forms, and in different media. It is the student's own record of discovery and development throughout the course.

## **IB Assessments**

**External assessment** (4 hours and 30 minutes)

### **Paper 1** (1 hour and 30 minutes)

Students answer all structured questions in this section based on the case study

Students answer one out of two extended response questions based on the case study

### **Paper 2** (1 hour and 45 minutes)

Students answer all structured questions in this section based on the unseen stimulus material

Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material

### **Paper 3** (1 hour and 15 minutes)

Students answer one compulsory question based on the unseen stimulus material

## **Internal assessment**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

## **Business research project**

Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. **Maximum 1,800 words.**

**Course Success Criteria-** [School District Five High School Success Criteria](#)

## **Course Textbook and Additional Resources**

Additional Resources for this course may include news articles, corporate branding guides, press releases, commercials, print advertisements, and campaign videos. Other sources of supplemental resources include Youtube, TedTalks, and TedED.

## **Course Materials**

Students are encouraged to have their own basic supplies, such as pencils, paper, pens, etc. All other supplies necessary for the course will be provided.

## **Grading**

- A. Students will be provided multiple opportunities to demonstrate mastery of content through minor and major assignments. Minor assignments include formative assessments - quizzes, simple answers, and/or multiple choice assessments. Major assignments include summative assessments - unit/chapter tests, lab reports, extended projects, essays, assessments with essay responses, and complex written or mathematical responses.

- B. Grades for this course will be calculated using a point system. Each assignment will be assigned a total number of points depending on the difficulty and nature of the assignment. The student's grade will be determined by adding up the total number of points earned by the student for that grading period, dividing by the total number of points possible, and then multiplying by a hundred to get the numerical average. The final exam or End-of-Course Examination will count as 20% of the student's final grade.

For this department and course, the following grade point values will be used:

- Major Assignments = 100 points
- Minor Assignments = 50 points

The grading scale is as follows: A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

- C. Seniors can exempt exams in semester classes and yearlong classes if they meet the following requirements:
- The student has a grade of 80 or higher in the course.
  - The student has not been assigned In-School Suspension or Out-of-School Suspension for any disciplinary reason.

### **School Make-up Work Procedures**

Students are encouraged to attend school regularly. If a student must be absent from school for any reason, it is their responsibility to complete all work missed.

Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make up and late work:

- A student who does not submit assignments with established due dates because of absences, whether excused or unexcused, will be allowed to make up the work. Arrangements for completing the work should be made within five school days of the student's return to school. Arrangements should include a schedule for the completion of the work. The student or parent/guardian must initiate contact with the teacher. The student will maintain responsibility for completing all work.
- The deadline for late assignments will be the end of the current quarter. Late assignments will not be accepted for credit after the current quarter. For example, late assignments from the first quarter will not be accepted during the second, third, or fourth quarter.
- Students will not be penalized points for submitting late assignments. Grades are reflective of mastery of content standards.
- Teachers will indicate the assignment is late and when it was submitted in PowerSchool.

### **Honor Code**

In order to foster an environment of mutual trust and respect, we believe, within the community of School District 5 of Lexington & Richland counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. The Academic Honesty Policy (Policy IKABA) is implemented to ensure students submit credible work that is evident of their content mastery. Students should complete their own work and be evaluated based on its originality. Every effort should be made to avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Classroom Management Plan**

- A. Students are expected to be respectful of others, their opinions, and their property. Additionally, students must arrive to class on time with all materials prepared to learn.
- B. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.
- C. Students are expected to use school and personal technology responsibly and follow rules included in the [District 5 Mobile Device Guide](#) and [Acceptable Use Agreement](#). This includes:
  - a. Having a charged mobile device (district-issued Chromebook or comparable personal device) at school every day.
  - b. Not using devices assigned to other students.
  - c. Being responsible for their own devices and should keep them secured at school and off campus.
  - d. Following all teacher directions regarding appropriate times for the use of the device.

### **Student/Teacher and Parent/Teacher Communication**

- A. All students should use district-issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
- B. All students should check school email, Google Classroom, and Google Calendar every school day.
- C. Parents and students should check the teachers' websites for classroom calendars/assignment sheets.
- D. Parents may contact teachers via email in order to receive invitations to Google Classroom parent/guardian summaries. Parents will receive an email from Google and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
- E. Emails and phone calls to teachers will be returned within two business days.
- F. Parents and students who would like access to the parent/student PowerSchool portals should contact the school registrar for login information.

### **Syllabus Acknowledgement and Information Form**

Please complete the Syllabus Acknowledgement form linked here:

<https://forms.gle/nYnnmmTF5uKY7ZRU7>