

## Diploma Programme subject outline—Group 3: individuals and societies

<b>School name</b>	Haganässkolan Älmhult	<b>School code</b>	051587
<b>Name of the DP subject</b> <i>(indicate language)</i>	Business Management, English		
<b>Level</b> <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
<b>Name of the teacher who completed this outline</b>	Vegard Hermansen	<b>Date of IB training</b>	Category 1 workshop September 2018 Category 2 workshop June 2020
<b>Date when outline was completed</b>	June 2 <sup>nd</sup> 2020	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Business management, category 1-2

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

### 1. Course outline

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>	ATL Explicit teaching Where Applicable <i>(communication, social, self management-organization, self management-affective skills, self-management-reflection, research-info and media literacy, thinking-critical thinking, thinking-transfer thinking)</i>
			3 # classes per week	3,75 #hours per week			
Year 1	Unit 0 – Introduction	Introduction to concepts.	4 hours		Formative and summative. Exam style questions and content questions. Section C concept work.	Prezi, PowerPoint, Kognity, Youtube, Case studies.	Research – students choose a real business to continuously research throughout DP.
	Unit 1 – Business org/enviro.	All subunits	35 hours				Case studies introduced – critical thinking and openmindedness.
	Unit 2 – Human resource mgt.	All subunits	15 hours				
	Unit 4 – Marketing	All subunits	35 hours				IA research project introduced. Self management-organization and research-inf.
Year 2	Unit 4 – Marketing continued.	Brief repetition due to Cor-19.	5 hours		Formative and summative. Exam style questions and content questions. Section C concept work. Mock exam at least once, preferably twice.	Prezi, Powerpoint, Kognity, Youtube, Case studies.	Demonstrate perseverance with IA work through upcoming January.
	Unit 3 – Finance and Accounts	All subunits – majority of time	45 hours				
	Unit 5 – Operations Mgt.	All subunits – quicker	15 hours				

**2. IB internal assessment requirement to be completed during the course**

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

Date IA is introduced : Apr 15, DP1.	Date IA draft for comments due : Dec 15, DP2	Date final IA is due : Jan 31, DP2.	
Date EA requirements introduced : Oct 15, DP2.	Date students will be prepared to complete EAs : Apr 1, DP2.		
Brief explanation how you work with IA and EA :Walkthroughs, Examples, Exam style questions, Sec C essays, 1-to-1 tutoring/feedback.			

**3. Links to TOK**

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Business Management ,all units. Research a real world business and use it throughout DP.	Students will be required to choose 1-2 real businesses that they will use during the entire DP. By continuously staying up to date and using their chosen business for different assignments will help them prepare well for their EA's section C. How do they know that the informaton found is valid and usable in assignments ? Is there a reason why the respective business are doing what they are ? Can bias and bad PR discolor the impression disfavourly ?

#### 5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Unit 2 - Human Resource Management Unit 4 - Marketing	Both units are well suited to discuss different cultures and CSR (corporate social responsibility), and together with the rest of the concepts, will be a repeatable assignment together with the student's chosen business and other case works. Business Management's inclusion of concepts is very suitable for addressing a global perspective.

#### 6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Unit 2-5	Knowledgeable – The use of concepts which looks at both local and global issues is well integrated in the course and something I often include in my lectures and on assignments. Culture and globalization are concepts that can easiliy be brought into a host of different discussions and assignments.

#### 7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Kognity is the main resource and is very good. Will recommend that students gets access to physical exam preperation books mainly for use with repetition.
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