

Assessment outline

Higher level (HL)

First examinations 2009

	External assessment		Internal assessment
	Paper 1	Paper 2	
Syllabus content	All six topics	All six topics	Any topic from the full HL syllabus
Assessment objectives	1–7	1–6	1–7
Method	<p>Based on a case study issued in advance.</p> <p>Section A (HL/SL) Students answer two of three structured questions. (30 marks)</p> <p>Section B (HL/SL) Students answer one compulsory structured question including evaluative skills. (20 marks)</p> <p>Section A and section B are common to both HL and SL students. HL students also have a section C.</p> <p>HL Section C Students answer one compulsory question focusing on strategic decision-making through the use of extension material. (30 marks)</p>	<p>HL Section A Students answer one of two structured questions based on stimulus material with a quantitative element. (25 marks)</p> <p>HL Section B Students answer two of three structured questions based on stimulus material. (50 marks)</p>	<p>Research project Research proposal and action plan—a working document not part of the actual report, but part of planning. Report that addresses an issue facing an organization or analyses a decision to be made by an organization. (Maximum 2,000 words) (25 marks)</p>
Total marks	80 marks	75 marks	25 marks
Component time	2¼ hours	2¼ hours	30 hours
Weighting	40%	35%	25%

Standard level (SL)

First examinations 2009

	External assessment		Internal assessment
	Paper 1	Paper 2	
Syllabus content	All five topics	All five topics	Any topic from the HL/SL core syllabus
Assessment objectives	1–6	1–6	1–6
Method	<p>Based on a case study issued in advance.</p> <p>Section A (HL/SL) Students answer two of three structured questions. (30 marks)</p> <p>Section B (HL/SL) Students answer one compulsory structured question including evaluative skills. (20 marks)</p> <p>Section A and section B are common to both HL and SL students. SL students do not have a section C.</p>	<p>SL Section A Students answer one of two structured questions based on stimulus material with a quantitative element. (20 marks)</p> <p>SL Section B Students answer two of three structured questions based on stimulus material. (40 marks)</p>	<p>Written commentary Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (Maximum 1,500 words) (25 marks)</p>
Total marks	50 marks	60 marks	25 marks
Component time	1¼ hours	1¾ hours	15 hours
Weighting	35%	40%	25%

Assessment details

External assessment

General

Papers 1 and 2

The two written examination papers, paper 1 and paper 2, which are externally set and externally marked, test the assessment objectives identified in the introduction.

Case study (paper 1)

- The case study is provided by the IBO well before the examination session. Teachers are advised to spend no more than four weeks on the case study.
- The case study on which paper 1 is based will be the same for HL and SL students, but different questions will be set for each level.
- The purpose of the case study is to assess, in depth and across a number of topics, the student's ability to apply business knowledge to a given situation.

Calculators

- Students may be expected to carry out simple arithmetic calculations, therefore each student is required to have access to a calculator with basic arithmetic operations for both examination papers. Calculators must not be shared.
- Regulations concerning calculators are given in the relevant section of the *Vade Mecum*.

HL written papers

Paper 1

Duration: 2 hours 15 minutes

Weighting: 40%

This paper is divided into three sections, each based on the IBO-prescribed case study issued to students well before the examination. Sections A and B are common to both HL and SL students. Only HL students complete section C. The maximum number of marks available is given below. The marks available for each question, and each part of a question, will be indicated on the examination paper.

Section A

Students should answer questions by referring primarily to information derived from the case study, as well as referring to their own knowledge.

Students must answer **two** of the three structured questions in this section. The maximum number of marks available for this section is 30.

Section B

Students must answer the **one** compulsory structured question in this section. Part of the question will test evaluative skills. The maximum number of marks available for this section is 20.

Section C

Students must answer the **one** compulsory structured question in this section. The question will focus on strategic decision-making. The maximum number of marks available for this section is 30.

Paper 2

Duration: 2 hours 15 minutes

Weighting: 35%

This paper is divided into two sections. The maximum number of marks available is given below. The marks available for each question, and each part of a question, will be indicated on the examination paper.

Section A

Students must answer **one** of the two structured questions in this section. The questions are based on stimulus material and contain a quantitative element. The maximum number of marks available for this section is 25.

Section B

Students must answer **two** of the three structured questions in this section. The questions are based on stimulus material. The maximum number of marks available for this section is 50.

SL written papers**Paper 1**

Duration: 1 hour 15 minutes

Weighting: 35%

This paper is divided into two sections, both based on the IBO-prescribed case study issued to students well before the examination. Sections A and B are common to both HL and SL students. The maximum number of marks available is given below. The marks available for each question, and each part of a question, will be indicated on the examination paper.

Section A

Students should answer questions by referring primarily to information derived from the case study, as well as referring to their own knowledge.

Students must answer **two** of the three structured questions in this section. The maximum number of marks available for this section is 30.

Section B

Students must answer the **one** compulsory structured question in this section. Part of the question will test evaluative skills. The maximum number of marks available for this section is 20.

Paper 2

Duration: 1 hour 45 minutes

Weighting: 40%

This paper is divided into two sections. It is a different examination from HL paper 2. The maximum number of marks available is given below, and the marks available for each question, and each part of a question, will be indicated on the examination paper.

Section A

Students must answer **one** of the two structured questions in this section. The questions are based on stimulus material and contain a quantitative element. The maximum number of marks available for this section is 20.

Section B

Students must answer **two** of the three structured questions in this section. The questions are based on stimulus material. The maximum number of marks available for this section is 40.

Internal assessment

General

Introduction

Internal assessment is an integral part of the Diploma Programme business and management course and is compulsory for both HL and SL students. It enables students to demonstrate the application of their skills and knowledge in business and management without the time limitations and stress associated with written examinations.

Guidance and authenticity

The teacher should play an important role in helping students to plan and to work on the research project (HL) or written commentary (SL). It is also helpful if teachers encourage students to be responsible for their own work and so take pride in the finished product.

It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work internally assessed
- the means by which the work is assessed
- the assessment criteria.

Teachers and students need to discuss the investigation. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and should not be penalized for seeking guidance. However, if a student could not have completed the work without substantial support from the teacher, this must be recorded on the appropriate form in the *Vade Mecum*.

Teachers must ensure that the work presented is entirely the student's own work. Teachers are required to sign the internal assessment (IA) coversheet to confirm that the work of each student is his or her own unaided work.

When authenticity is in doubt, the teacher should first discuss this with the student. In addition, one or more of the following actions may be helpful.

- Compare the style of writing with work known to be that of the student.
- Check the references cited by the student and the original sources.
- Interview the student in the presence of a third party.
- Use one of the many web sites set up to detect plagiarism.

As part of the learning process, teachers can give advice to students on a first draft of the written report (HL) or the written commentary (SL). Advice on improving the work can be given, but this first draft must not be heavily annotated or edited by the teacher. Constant drafting and redrafting is not allowed, and the next version handed to the teacher after the first draft must be the final one.