



Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Marketing 6–12 (275)



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About The Test

Test Name	Marketing 6–12
Test Code	275
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Marketing 6–12 (275) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Marketing 6–12 test framework and cover grades 6–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Foundations of Marketing	25%	Marketing 6–12: I
II.	Marketing Principles	33%	Marketing 6–12: II, III
III.	Business Communication, Problem Solving and Technology	17%	Marketing 6–12: I, II, IV
IV.	Marketing Education Program	25%	Marketing 6–12: IV–VII

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The Standards

Marketing 6–12 Standard I

The marketing teacher understands and applies knowledge of the foundations of marketing, including principles and techniques related to business, economics, management and entrepreneurship.

Marketing 6–12 Standard II

The marketing teacher understands and applies knowledge of marketing principles, concepts and techniques.

Marketing 6–12 Standard III

The marketing teacher understands and applies principles, concepts and techniques related to international business and marketing.

Marketing 6–12 Standard IV

The marketing teacher understands and applies knowledge of technological, quantitative, communication and career-development skills for the marketing sector.

Marketing 6–12 Standard V

The marketing teacher knows how to advise and assist students in career planning and promote student development through work-based learning and participation in student organizations such as DECA.

Marketing 6–12 Standard VI

The marketing teacher knows how to organize and manage an effective marketing education program and how to work with school, community and industry representatives to support the program.

Marketing 6–12 Standard VII

The marketing teacher knows how to plan and implement effective and appropriate instruction and student assessment.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Foundations of Marketing

Competency 001: *The teacher understands business organization, management and concepts.*

The beginning teacher:

- Identifies categories of business activity and how each activity is interdependent with marketing and evaluates organizational structures and their appropriateness for different types of businesses.
- Explains the impact of an international economy on business activities.
- Demonstrates knowledge of the history and characteristics of various industries and their significance and how they relate to today's marketplace.
- Understands functions of general business management (e.g., goal setting, planning, motivating), levels of management and the strengths and weaknesses of different management styles.
- Understands, models and demonstrates ethical behavior relevant to business and marketing.
- Identifies federal, state and local agencies and the laws and regulations that affect business and marketing.
- Understands the societal significance of business conduct, ways that businesses can contribute to the community and the responsibility a business has with regard to impact on the local environment.
- Lists major environmental influences on various industries.
- Describes and simulates activities to market a property.
- Understands the impact of business and marketing on society.
- Understands human resource management and the value of diversity in the workplace.

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Competency 002: *The teacher understands and applies basic economic principles.*

The beginning teacher:

- A. Applies knowledge of economic concepts (e.g., supply and demand, pricing, business cycle, productivity, role of laws and regulations, economic measurements used to analyze the economy).
- B. Understands fundamental features of the U.S. free enterprise system (e.g., entrepreneurial opportunity, role of competition, profit, consumer choice, private ownership).
- C. Understands the relationships between business and the economy and the factors that shape a nation's economic system (e.g., what is produced, how it is produced, how it is distributed).
- D. Analyzes current economic conditions and indicators (e.g., gross domestic product, unemployment, standard of living) and their influence on markets.
- E. Understands how government economic policies (e.g., tax policies, subsidies, tariffs) affect the marketing aspects of business.
- F. Understands the nature of trade regulations and the impact of the antitrust regulation.
- G. Explains the determinants of exchange rates and their effects on the domestic economy.

Competency 003: *The teacher understands and applies principles related to finances, accounting and mathematics in marketing and entrepreneurship.*

The beginning teacher:

- A. Applies strategies for identifying entrepreneurial opportunities (e.g., buying an established business, expanding an existing business, buying into a franchise) and understands the benefits and costs (e.g., financial, time, emotional) of starting a business.
- B. Identifies the characteristics and purposes of different types of business ownership.
- C. Understands and explains accounting functions and terms.
- D. Demonstrates the use of common accounting forms to illustrate their functions and results.
- E. Understands types of revenues, expenses and liabilities.
- F. Understands the components, development and evaluation of business, harvest and location plans.
- G. Understands the relationship of marketing plans to business plans.

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- H. Knows how to conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for use in the marketing planning process.
 - I. Understands the importance of financial and merchandise planning to entrepreneurial success and knows methods and procedures for financial planning.
 - J. Explains how to evaluate and measure financial performance and analyze cost and profit relationships to guide business decision making (e.g., return on investment, return on assets, return on equity, debt ratios).
 - K. Understands formulas and equations in business and marketing such as estimations, projections and performance.
 - L. Understands how to compare and contrast pricing policies for an entrepreneurial venture.
 - M. Knows how to distinguish between warranties and guaranties.
 - N. Understands the nature and significance of business risks and basic principles of risk management.
 - O. Examines types of consumer credit and the effects of credit on sales, prices and profit.
 - P. Understands how to explain the nature of debtor-creditor and agency relationships.
 - Q. Understands the critical role of management (e.g., goal setting, planning, motivating) in the success or failure of entrepreneurial ventures.
 - R. Describes the process of selecting, merchandising and advertising products in various industries.
 - S. Knows how to categorize retailing activities and explain the interdependence of each activity in marketing and business.
 - T. Knows how to analyze vendor performance in order to choose vendors and merchandise.

Domain II – Marketing Principles

Competency 004: *The teacher understands fundamental concepts, goals and strategies of marketing.*

The beginning teacher:

- A. Understands basic concepts in marketing (e.g., vocabulary, types of market segmentation, market identification, target market strategies, mass marketing) and their significance in the facilitation of merchandising activities.

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- B. Understands the importance, functions and goals of marketing and understands management skills and procedures relevant to marketing functions.
 - C. Describes each marketing function and the marketing concept and how they relate to various industries.
 - D. Knows how to explain applicable grades and standards.
 - E. Applies marketing strategy, the strategic-planning process and the development of a marketing plan.
 - F. Defines branding elements and designs a product package, brand and label.
 - G. Recognizes the impact and value of multiculturalism and multigenerationalism (e.g., culture, linguistics) in relation to specific industries, marketing and the workplace.
 - H. Explains how the use of demographics has influenced the industry.
 - I. Understands the role and purpose of marketing research (e.g., relationship to marketing plan, identifying markets).
 - J. Understands the marketing research process and applies the steps of conducting marketing research to analyze demand, forecast sales and make other marketing decisions.
 - K. Knows how to develop and make recommendations based on a research report.
 - L. Evaluates informational texts, Web sites, technical manuals and other resources to identify reliable and credible information.
 - M. Understands how to explain and record a list of the benefits and limitations of different types of marketing research.
 - N. Identifies sources of primary and secondary data and collects information about the competition.
 - O. Understands the characteristics and purposes of a marketing information system (MIS).
 - P. Understands purchasing functions (e.g., resale/organization buying, consumer buying) and activities (e.g., completing purchase orders and invoices, buying habits).
 - Q. Describes the components of, the exchanges in, and the effects of media broadcasting on the event triangle.
 - R. Explains Web log data mining and the use of electronic data interchange in marketing information and research activities.
 - S. Understands and analyzes emerging trends in marketing and research.

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Competency 005: *The teacher understands product and service planning, pricing and distribution.*

The beginning teacher:

- A. Identifies and applies components of the marketing mix (e.g., product, price, place, promotion, people) and understands how each component contributes to quality assurance and successful marketing.
- B. Understands the elements and processes of product and service planning, the stages of new-product planning, the stages of the product life cycle and the laws and regulations that affect new-product development.
- C. Explains the elements and principles of design and lists the steps from design to the finished product.
- D. Analyzes pricing policies, objectives, structures and strategies.
- E. Analyzes factors that affect pricing.
- F. Understands the concept of product mix (e.g., positioning products and services to create a desired business image) and its role in product and service planning.
- G. Understands and evaluates the significance of distribution plans and activities (e.g., transportation, storage, product handling, inventory control) and their cost.
- H. Understands which goods and services retailers use for daily operations.
- I. Analyzes how distribution channel members (e.g., manufacturers, wholesalers) facilitate the movement of products.
- J. Recognizes the role of geography and other variables in product and service distribution.

Competency 006: *The teacher understands product promotion and the selling process.*

The beginning teacher:

- A. Understands the role of promotion in creating and implementing marketing strategy and how to develop, implement and evaluate promotional plans and campaigns.
- B. Identifies the components of a promotional mix (e.g., advertising, selling, public relations, visual merchandising) and analyzes factors affecting promotional activities (e.g., laws, cultural diversity, target groups, consumer characteristics, technology).
- C. Demonstrates visual merchandising techniques for advertising marketing goods, services or ideas to increase interest and sales potential in product offerings.

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- D. Analyzes types of advertising, elements of an advertisement and the role of advertising in a competitive environment and understands the characteristics, advantages and disadvantages of different types of advertising media.
 - E. Examines the potential impact of publicity and possible strategies for handling the results.
 - F. Understands influences on customers and consumers, consumer credit and factors that influence buying and selling.
 - G. Applies selling techniques, develops a sales presentation, exhibits methods for closing a sale, uses product and service knowledge and support activities to facilitate selling and demonstrates the steps in the selling process.
 - H. Knows how to use special events to increase sales.
 - I. Understands major laws that affect sales and promotion and understands sellers' and buyers' obligations under the Uniform Commercial Code (UCC).
 - J. Defines and explains the issues and cost associated with a sponsorship.
 - K. Knows how to identify and examine benefits of sponsorship opportunities, types of sponsorship sales and relationship development.

Competency 007: *The teacher understands and applies principles, concepts and techniques related to international business and marketing.*

The beginning teacher:

- A. Understands basic economic concepts as they relate to international business and marketing (e.g., specialization, comparative advantage, opportunity cost, effects of different types of economic systems, international trade, impact of exports and imports, interdependence of nations).
- B. Understands business and marketing strategies, principles and techniques in situations involving international markets.
- C. Understands the issues and risks involved in entering international markets and the procedures for planning international marketing of business ventures.
- D. Describes how international marketing has affected various industries.
- E. Understands the differences in communication methods in global markets and applies strategies for adapting business systems to different cultural environments.
- F. Examines the advantages and disadvantages of international trade.
- G. Investigates the labor issues associated with international trade.
- H. Describes the cultural, economic and political factors considered when engaging in international trade.

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- I. Explains the impact of cultural and social environments on international trade.
 - J. Understands the international monetary exchange system and the effects of currency exchange fluctuations on international trade.
 - K. Understands the reasons for the growth in international trade and investments and analyzes trends and their significance in international marketing.

Domain III – Business Communication, Problem Solving and Technology

Competency 008: *The teacher understands basic elements of effective business communication and problem solving.*

The beginning teacher:

- A. Understands factors that can affect a business’s image and the roles of public relations, publicity and advertising in a successful business.
- B. Knows how to identify a company brand promise.
- C. Identifies and demonstrates customer service.
- D. Determines client needs and wants as the first step of the marketing concept and responds with planned, personalized communication to influence purchase decisions.
- E. Understands the social and communication skills needed to work effectively in the marketing aspects of business.
- F. Understands the methods for achieving business and marketing objectives.
- G. Understands how to use appropriate customer service, customer relationships and workplace strategies to increase the likelihood of a sale.
- H. Applies features of various types of business communications (e.g., business letter, presentation).
- I. Understands the responsibilities of team leaders and team members (e.g., leadership characteristics, team functions and formation, teamwork in problem solving, result measurement and acknowledgement).
- J. Understands and applies steps in the problem-solving and decision-making processes in the marketing aspects of business.
- K. Understands quantitative methods of analysis (e.g., forecasting, profit analysis) as they apply to marketing functions and marketing research.
- L. Understands basic mathematical concepts (e.g., percentages, mathematical operations) as they apply to marketing.

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Competency 009: *The teacher understands the use of technology, the Internet and e-commerce in the marketing aspects of business.*

The beginning teacher:

- A. Understands basic technology concepts and terms related to business and marketing.
- B. Understands the influence of technology on business and marketing.
- C. Understands the scope of the Internet in marketing (e.g., search engines, Website development, structure and design, legal implications).
- D. Understands different types of technology applications (e.g., spreadsheet, database, desktop publishing, communications technology) as they relate to the marketing aspects of business.
- E. Identifies transactional sales data through electronic means.
- F. Understands and applies technology for a variety of marketing purposes (e.g., receiving and sending business communications; designing; advertising; pricing; selling; placing orders; production; creating charts, graphs and business documents; creating advertisement layouts; managing inventory; distribution).
- G. Analyzes various marketing functions on existing websites and understands the importance of search engine optimization.
- H. Explains how to obtain an Internet name and how to identify methods of determining the Internet identity of a business.
- I. Develops website goals and objectives and describes criteria for identifying a potential website product or service.
- J. Understands the fundamentals of computer networking and communication systems in business environments.
- K. Understands the characteristics, role, advantages and disadvantages, collection and payment options and legal obligations of e-commerce in marketing and business.
- L. Understands the ethical, safety and security issues related to the use of computer technology in business and marketing.
- M. Applies computer technology in an ethical, safe and secure manner.

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Domain IV – Marketing Education Program

Competency 010: *The teacher knows how to organize and manage an effective Marketing Education program and how to work with others to support the program.*

The beginning teacher:

- A. Applies strategies (e.g., joining professional organizations, subscribing to professional journals, attending conferences, researching on the Internet) and identifies their role in keeping abreast of and applying current research, trends and practices in the marketing sector of business.
- B. Understands methods and strategies for planning, implementing, maintaining and evaluating a Marketing Education program, including student organizations (e.g., DECA).
- C. Understands the importance of basing classroom instruction on the approved Texas Essential Knowledge and Skills (TEKS).
- D. Understands the roles and responsibilities of advisory committees and how to organize and work effectively with them.
- E. Understands procedures for developing articulation agreements with educational institutions.
- F. Applies procedures for developing and maintaining training agreements and training plans for programs that have a work-based learning component.
- G. Applies strategies for working effectively with community and industry representatives and local and civic organizations to encourage involvement in and support for the Marketing Education program.
- H. Applies professional development and lifelong learning skills and techniques to ensure continuous improvement.

Competency 011: *The teacher understands how to promote student development and assist students in career planning and work-based learning.*

The beginning teacher:

- A. Identifies various career opportunities in marketing and the education and training requirements associated with these careers, including the role of industry and professional licenses/certifications.
- B. Evaluates student interests, skills, abilities, self-assessments and aptitudes to determine strengths and needs related to career planning and development.
- C. Understands employers' expectations, appropriate work habits (e.g., time management, positive customer relationships, ethics) and the personal characteristics necessary for a successful career in marketing.

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- D. Analyzes and evaluates alternative responses to workplace situations based on legal responsibilities, employer policies and personal or professional ethical considerations.
 - E. Identifies and explains the personal and long-term consequences of unethical or illegal behaviors.
 - F. Understands company policies and procedures (e.g., discrimination, harassment, inequality).
 - G. Understands procedures for obtaining employment in marketing and related fields and strategies for assisting students in career planning and development.
 - H. Understands goal development and implementation.
 - I. Understands the goals, purposes and models of work-based programs (e.g., mentoring, co-op experiences, job shadowing) and the connections between classroom learning and work-based learning.
 - J. Applies strategies for coordinating programs with work-based learning components (e.g., developing individualized training plans, maintaining records, evaluating student progress, analyzing data to determine program effectiveness).
 - K. Understands the legal, ethical and safety issues associated with marketing careers.
 - L. Understands the purposes, characteristics, functions and structures of student leadership organizations (e.g., DECA) and understands and manages relationships between classroom learning and student organizations.
 - M. Understands the roles and responsibilities of advisors to student organizations (e.g., DECA), the procedures for developing a program of activities and conducting effective meetings, and the strategies for encouraging student participation in these organizations.
 - N. Understands and promotes the personal development and career development skills and techniques essential for student success.

Competency 012: *The teacher knows how to plan and implement effective and appropriate instruction and student assessment.*

The beginning teacher:

- A. Understands state content and performance standards in marketing education as defined by the Texas Essential Knowledge and Skills (TEKS).
- B. Understands and applies instructional strategies that engage students, provide positive and effective learning experiences, and model business practices (e.g., group brainstorming, research, team projects, studies).

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- C. Applies strategies for working effectively with students who have diverse strengths, needs and backgrounds.
 - D. Applies strategies for integrating marketing education with concepts and skills in other academic areas (e.g., language arts, mathematics, science, social studies).
 - E. Understands and applies a variety of instruments and methods (e.g., performance-based methods) for evaluating instructional effectiveness, student progress and student needs.
 - F. Applies strategies for using current and emerging technologies as tools for learning, communicating and assessing marketing education concepts in the classroom.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Marketing 6–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Marketing 6–12 teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Marketing 6–12 test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Format

You will see multiple-choice questions in the single-question format on this test. On the following pages, descriptions of this commonly used question format, along with suggested approaches for responding to each question, are provided.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

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The following question is an example of the single-question format. It tests knowledge of Marketing 6–12 Competency 010: *The teacher knows how to organize and manage an effective Marketing Education program and how to work with others to support the program.*

Example 1

1. 1. Which of the following strategies would most likely help a marketing education teacher keep informed on current research and trends in business and marketing?
 - A. serving as a member of an advisory committee for a business
 - B. subscribing to a professional trade journal
 - C. administering customer satisfaction surveys for private companies
 - D. hosting an international trade fair at the school

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

The item asks you to choose the strategy that is most likely to help a marketing education teacher stay informed about current research and trends in business and marketing. Look at the answer choices and consider which of them describes the most helpful method for accomplishing this goal.

Option A suggests serving as a member of an advisory committee for a business. Although serving on a business's advisory board would be helpful, the teacher's perspective would be limited to that one business. The teacher would probably not have sufficient exposure to the current research and trends in most areas of business and marketing. Option A may be eliminated as the best response to this item.

Option B suggests subscribing to a professional trade journal. Trade journals and other business publications can provide teachers with information about industry trends and consumer buying habits. They also provide information about current local and national economic conditions that may affect a specific type of business or an entire industry. Option B may be the best response to this item.

Option C suggests administering customer satisfaction surveys for private companies. Although administering customer surveys would give a teacher exposure to some types of marketing research methods, performing that single marketing function does not provide the teacher with knowledge of most trends and research methods used in marketing. Option C may be eliminated as the best response to this item.

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Option D suggests hosting an international trade fair at the teacher's school. Hosting a trade fair would not help a teacher keep informed about current research or trends in business and marketing. A trade fair would be restricted to that teacher's specific school setting only and would provide the teacher with only limited options for exposure to outside businesses and marketing industry trends. Option D may be eliminated as the best response to this item.

Of the alternatives offered, subscribing to a professional trade journal would be the most effective way to help a marketing teacher keep informed about current research and trends in business and marketing. Therefore, **the correct response is option B.**

The following question tests knowledge of Marketing 6–12 Competency 007: *The teacher understands and applies principles, concepts and techniques related to international business and marketing.*

Example 2

2. In the international marketplace, which of the following pricing methods adds export costs and a markup to the domestic manufacturing cost?
- A. Market-skimming
 - B. Competition-led
 - C. Marginal-cost
 - D. Cost-plus

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

The item asks you to choose a pricing method that includes adding the cost of exporting the product as well as a markup to the manufacturing cost. Look at the answer choices and consider which of them describes the most likely method for achieving this cost.

Option A suggests market-skimming. Market-skimming is an approach under which the producer initially charges a high price for a new type of product or a uniquely differentiated product. This is done in order to maximize profits before imitation products appear. Once the imitation products come onto the market the price is dropped drastically to remain competitive. This pricing strategy does not deal with the cost incurred in exporting an item. Option A may be eliminated as the best response to this item.

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Option B suggests competition-led pricing. In competition-led pricing the objective is to set the price of the product or service based on what the competition is charging. This strategy is most often used by business selling very similar products. This pricing strategy does not deal with the cost incurred in exporting an item. Option B may be eliminated as the best response to this item.

Option C suggests marginal-cost. Marginal-cost pricing is the process of setting the price of a product equal to the extra cost of producing an extra unit of the product. This pricing strategy does not deal with the cost incurred in exporting an item. Option C may be eliminated as the best response to this item.

Option D suggests cost-plus pricing. Cost plus pricing means that you determine the price by starting with all the relevant costs of production of one unit and then add a fixed amount or percentage to that cost. The costs of one unit are all the fixed and variable costs included in making a product and bringing it to market, such as raw materials, labor, utilities, packaging, transportation, marketing and overhead. This pricing strategy would include the export cost (transportation) and a markup. Option D may be the best response to this item.

Of the alternatives offered, cost-plus pricing is the only strategy that adds export cost and a markup to the domestic manufacturing cost of a product. Therefore, **the correct response is option D.**

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Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

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COMPETENCY 001

1. One of a small bakery's best customers orders a thousand chocolate croissants to be delivered in three days. To meet this deadline, the manager demands that the employees just follow instructions, without any input or discussion. This is an example of which of the following management styles?
 - A. Autocratic
 - B. Democratic
 - C. Participative
 - D. Laissez-faire

Answer and Rationale

COMPETENCY 002

2. A complementary relationship exists between
 - A. synthetic oil and batteries
 - B. mechanical pencils and pens
 - C. peanut butter and jelly
 - D. ground coffee and tea

Answer and Rationale

COMPETENCY 003

3. Which of the following terms best describes the portion of a corporation's profits that is distributed to shareholders?
 - A. Preferred stock
 - B. Earned income
 - C. Investments
 - D. Dividends

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

4. A free enterprise system is also known as
- A. capitalism.
 - B. democracy.
 - C. socialism.
 - D. monopoly.

Answer and Rationale

COMPETENCY 002

5. Which of the following are the most important factors that influence the value of a nation's currency?
- A. GDP, Imports, Exports, and CPI
 - B. Imports, GDP, Immigration, and Unemployment Rate
 - C. Unemployment rate, job availability, Imports, and Exports
 - D. CPI, Immigration, Unemployment rate, and Job Availability

Answer and Rationale

COMPETENCY 003

6. Which of the following statement is most accurate concerning marketing and business plans?
- A. The business plan focuses on the business as a whole, including items such as the mission statement and financial plan, and the marketing plan focuses specifically on all marketing activities.
 - B. The business plan focuses on certain aspects of the business, such as marketing activities and product pricing, whereas a marketing plan focuses on the business as a whole.
 - C. The business plan and the marketing plan are the same and can be used as interchangeable terms when discussing the business.
 - D. The marketing plan focuses on employment, chain of command, and a company's mission statement, whereas a business plan focuses on sales and advertising.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

7. The two main forms of accounting are

- A. managerial and financial
- B. statement and financial
- C. managerial and equity
- D. financial and structural

Answer and Rationale

COMPETENCY 003

8. Which of the following is true about a warranty?

- A. A warranty must be written.
- B. A warranty is sometimes legally binding.
- C. A warranty is applicable only with products.
- D. The rules of a warranty are outlined in the UCC.

Answer and Rationale

COMPETENCY 004

9. A company primarily uses crowdsourcing for

- A. sales promotions.
- B. product development.
- C. market penetration.
- D. brand recognition.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

10. A basis for trade exists between two countries when one country has which of the following?
- A. Comparative advantage
 - B. Export quota
 - C. Opportunity cost
 - D. Joint venture

Answer and Rationale

COMPETENCY 005

11. Customers primarily visit an ice-cream store to see its old-time, hand-cranked method of production. Which of the following is the best pricing approach for the storeowner to use?
- A. Pricing the product based on the consumer's perceived value
 - B. Pricing the product as cheaply as possible
 - C. Using status quo pricing to meet the competition
 - D. Using inelastic demand to price the product

Answer and Rationale

COMPETENCY 005

12. Which of the following best describes a Brazilian company that sells production materials to a company based in the United States?
- A. A part of the supply chain
 - B. A distribution center
 - C. The inventory manager
 - D. The manufacturing agent

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

13. Which of the following actions is the first step in initiating a new advertising campaign?
- A. Setting the advertising objective
 - B. Identifying the target audience
 - C. Creating the advertisements
 - D. Determining the budget

Answer and Rationale

COMPETENCY 006

14. Which of the following types of advertising best describes an advertisement by a celebrity encouraging children to eat fresh fruits and vegetables?
- A. Word of mouth
 - B. Product-focused advertising
 - C. Public service announcement
 - D. Reminder advertising

Answer and Rationale

COMPETENCY 004

15. Which of the following best describes Web log data mining?
- A. Managing risk associated with Web server activity
 - B. Automatically analyzing customer activity on a Web log
 - C. Storing a company's historical data
 - D. Designing a collection of interlinked electronic documents

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

16. Which of the following statements best describes the power of hashtags as a marketing tool?
- A. They allow a business to control material linked to hashtags that the business created.
 - B. They increase engagement in all demographic groups of customers and potential customers.
 - C. They create searchable links that allow a business to organize content and track discussion topics.
 - D. They are links that allow a business to send e-mail to anyone who uses a hashtag that the business created.

Answer and Rationale

COMPETENCY 005

17. In a company that targets value-conscious customers, offering designer handbags indicates an error in which of the following?
- A. Product mix
 - B. Open-to-buy policy
 - C. Basic stock list
 - D. Enterprise resource planning

Answer and Rationale

COMPETENCY 006

18. Businesses primarily seek publicity to develop which of the following?
- A. A working relationship with the media
 - B. A positive perception of the business
 - C. Awareness of the business's products or services
 - D. A source of free advertising controlled by the business

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

19. The populations of industrialized nations are aging, while many developing countries have more youthful populations. Which of the following most accurately states what this trend will mean for the growth potential of an international business?
- A. Companies based in the United States will benefit from marketing their products to developed nations because the demographics are similar.
 - B. Companies should focus on doing trade with countries that are members of the World Trade Organization so that products can be matched with demand.
 - C. Companies based in the United States will benefit from marketing their products to developing countries since domestic companies have experience in identifying what families with children want and need.
 - D. Companies with products appealing to retirees should focus on countries such as the United States and France, while those targeting families with children should focus on countries such as Africa and Latin America.

Answer and Rationale

COMPETENCY 008

20. Forecasting is an important part of the sales management process because it enables companies to
- A. analyze past sales
 - B. identify the optimal time for launching a new product
 - C. estimate employee compensation for the upcoming year
 - D. solicit employee opinion of company performance over the past year

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

21. Which of the following technology applications is best to use for forecasting and performing calculations?

- A. Database
- B. Spreadsheet
- C. Presentation
- D. Word processor

Answer and Rationale

COMPETENCY 009

22. A fraudulent e-mail that seeks to verify personal information is an example of

- A. spam.
- B. crowdsourcing.
- C. data mining.
- D. phishing.

Answer and Rationale

COMPETENCY 009

23. Which of the following best describes an employee who prepares the content and layout of a website, including music clips, team photos, fan photos, testimonials and other features that enhance the consumer experience?

- A. A copywriter
- B. A systems analyst
- C. A designer
- D. A brand manager

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 009

24. Which of the following methods of publicizing an opinion article about healthy food choices most effectively increase a restaurant's store traffic?
- A. E-mailing the article to current restaurant customers
 - B. Publishing the article on the restaurant's website
 - C. Displaying the article in the restaurant
 - D. Posting the article on a public blog about local restaurants

Answer and Rationale

COMPETENCY 010

25. The Distributive Education Clubs of America (DECA) sponsor is assisting a company that will help students learn how to effectively operate a school store. As part of the required training plans, which of the following activities will best prepare the students for this venture?
- A. Participating in team-building games
 - B. Taking part in on-the-job coaching
 - C. Designing store logos
 - D. Researching management styles

Answer and Rationale

COMPETENCY 012

26. Which of the following academic disciplines should be integrated into a discussion about the benefits of an ergonomically correct keyboard design?
- A. Mathematics
 - B. Science
 - C. Social studies
 - D. Language arts

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 012

27. Which of the following instructional strategies best models a common business practice that engages students?

- A. Simulation
- B. Role-playing
- C. Brainstorming
- D. Journal writing

Answer and Rationale

COMPETENCY 012

28. A teacher who wants to evaluate student progress using a performance-based approach should choose which of the following assessment methods?

- A. Matching questions
- B. True-false questions
- C. Open-ended questions
- D. Multiple-choice questions

Answer and Rationale

COMPETENCY 012

29. Which of the following strategies best allows a teacher to work effectively with a classroom of students who have diverse backgrounds?

- A. Lecture-centered instruction
- B. Demonstration-centered instruction
- C. Differentiated instruction
- D. Teacher-centered instruction

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 011

30. Which of the following is the best reason for beginning a job-shadowing program for high school students?
- A. To show students good work ethics and communication skills
 - B. To provide students with experience working in a career interest
 - C. To build good rapport with those in the community
 - D. To assess students' aptitudes and skill levels in the workplace

Answer and Rationale

COMPETENCY 011

31. When encouraging students in the Distributive Education Clubs of America (DECA) to connect with business persons in marketing, it is most important for the teacher to
- A. include business persons as part of an advisory committee.
 - B. share the business plans of the marketing business with students.
 - C. develop a newsletter to send to marketing businesses.
 - D. allow students to interview a business person about a job.

Answer and Rationale

COMPETENCY 012

32. A sports-marketing teacher designs a unit on sponsorship and would like to use a performance-based assessment to evaluate student learning of the objective. Which of the following assessments is most appropriate for this purpose?
- A. Students research sponsorship contracts of a major sports franchise.
 - B. Students aid a local sports team in acquiring sponsors and contracts.
 - C. Students write a research paper about how sponsorships benefit sports.
 - D. Students compare and contrast current school sports sponsors.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	A	<p>Option A is correct because the baker is taking control of the situation to make sure that the job gets completed on time. Option B is incorrect because the democratic leader is a facilitator who encourages discussion and the free flow of ideas. Option C is incorrect because participative management allows employees to take responsibility, accountability, and authority over work done for a company. Option D is incorrect because the laissez-faire or free-rein style is when subordinates are not directly supervised and instead must function on their own and prove their worth through accomplishments.</p> <p>Back to Question</p>
2	002	C	<p>Option C is correct because peanut butter and jelly have a relationship in that the demand for peanut butter can affect the demand for jelly. Option A is incorrect because oil and batteries have no demand relationship with each other. Option B is incorrect because mechanical pencils and pens have no demand relationship with each other. Option D is incorrect because the demand for coffee does not affect the demand for tea.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	003	D	<p>Option D is correct because dividends are after-tax profits that are distributed in the form of money to a corporation's shareholders based on the number of shares of stocks and the class of stock held by each shareholder. Option A is incorrect because preferred stock is a class of stock (shares) that pays fixed and regular interest income instead of a dividend. Option B is incorrect because earned income is derived from goods sold, services rendered, and work performed. Option C is incorrect because investments involve money committed to or property acquired for future income.</p> <p>Back to Question</p>
4	002	A	<p>Option A is correct because a free enterprise system is also known as capitalism. Option B is incorrect because even though a democracy is usually involved, it is not another word for a free enterprise system. Option C is incorrect because socialism is not a free enterprise system. Option D is incorrect because a monopoly is not a type of economic system.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	002	A	<p>Option A is correct because the GDP, or gross domestic product, imports, exports, and CPI, or consumer price index are all factors that influence the value of a nation’s currency. Option B is incorrect because immigration and unemployment do not impact a nation’s currency directly. Option C is incorrect because unemployment rate and job availability are not influential factors on the value of a nation’s currency. Option D is incorrect because immigration, job availability and unemployment do not impact a nation’s currency directly.</p> <p>Back to Question</p>
6	003	A	<p>Option A is correct because the business plan focuses on the entire business as a whole, whereas the marketing plan focuses on specific marketing activities. Option B is incorrect because the business plan focuses on the entire business as a whole and the marketing plan focuses on all marketing activities. Option C is incorrect because the marketing plan is a portion of the business plan; however, they are not the same thing. Option D is incorrect because the marketing plan focuses on marketing activities such as sales and advertising, and the business plan focuses on employment, mission statements, and chain of command.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	003	A	<p>Option A is correct because managerial and financial are the two main forms of accounting. Option B is incorrect because statement is not a form of accounting. Option C is incorrect because equity is not a form of accounting. Option D is incorrect because structural is not a form of accounting.</p> <p>Back to Question</p>
8	003	D	<p>Option D is correct because the rules of a warranty are outlined in the UCC, or Uniform Commercial Code. Option A is incorrect because a warranty can either be written or implied. Option B is incorrect because a warranty, either written or implied, is legally binding. Option C is incorrect because warranties can be used with both products and services.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	004	B	<p>Option B is correct because crowdsourcing allows companies to gain insight into customers' wants and needs so that they can develop products that their customers will use. Option A is incorrect because sales promotion is the stimulation of sales through contests, demonstrations, discounts, giveaways, special offers, and other similar activities that do not require crowdsourcing. Option C is incorrect because market penetration is the activity of increasing market share through strategies such as bundling, advertising, lowering prices and implementing volume discounts — none of which requires crowdsourcing. Option D is incorrect because brand recognition is consumer awareness of a particular brand.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
10	007	A	<p>Option A is correct because the scenario describes the ability of one country to efficiently produce a good better than another country. Option B is incorrect because an export quota is a restriction imposed on its own exports by a country, either voluntarily or at the behest of other countries. Option C is incorrect because opportunity cost is a benefit, profit, or value of something that must be given up to acquire or achieve something else. Option D is incorrect because a joint venture is a new firm formed to achieve specific objectives of a partnership such as a temporary arrangement between two or more firms.</p> <p>Back to Question</p>
11	005	A	<p>Option A is correct because the price is based on the value of the product to the consumer. Option B is incorrect because pricing the product as low as possible can indicate poor quality to a consumer. Option C is incorrect because status quo pricing is an approach that aims at keeping things as they are by not trying to grab a larger market share, thus avoiding direct and expensive confrontation with the competitors. Option D is incorrect because inelastic demand is a situation in which the demand for a product does not increase or decrease correspondingly with a fall or rise in its price.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	005	A	<p>Option A is correct because the Brazilian company is supplying a piece of the product and is part of the chain that creates the product. Option B is incorrect because a distribution center is a warehouse that temporarily stores goods to be shipped to retail stores. Option C is incorrect because inventory management tracks pieces and parts to maintain the optimum number of items. Option D is incorrect because the manufacturing agent carries noncompetitive but complementary products from several manufacturers for distribution along the same channels or to the same customers.</p> <p>Back to Question</p>
13	006	B	<p>Option B is correct because identifying the target market to understand the audience and its needs should be the first step in an advertising campaign. Option A is incorrect because setting the objective is the second step in the process. The objective cannot be set until it is known who the audience is and what the outcome should be. Option C is incorrect because creating the advertisements comes later in the process so that the ads appeal to the target market. Option D is incorrect because budgeting is the third step and must come after determining the objective. The budget cannot be set until the desired final outcome of the project is known.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	006	C	<p>Option C is correct because this is a type of ad that relays and promotes a message of public interest. Option A is incorrect because word of mouth is a casual social interaction with family and friends to promote a product. Option B is incorrect because product focused advertising primarily showcases only the product. Option D is incorrect because reminder advertising is a brief message designed to keep a familiar product in the mind of the consumer.</p> <p>Back to Question</p>
15	004	B	<p>Option B is correct because data mining is automated, and it examines customer activity on a web log. Option A is incorrect because web log data mining is not concerned with server security. Option C is incorrect because a data warehouse contains a company's historical data. Option D is incorrect because web log data mining does not involve the design of web pages.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
16	004	C	<p>Option C is correct because hashtags do create searchable links, and they do allow the associated content to be organized. Option A is incorrect because anyone can link their text to a hashtag, and businesses cannot control the material. Option B is incorrect because older generations generally do not use hashtags. Option D is incorrect because hashtags do not link to email addresses.</p> <p>Back to Question</p>
17	005	A	<p>Option A is correct because a product mix includes all the different products that a company sells, and it should be consistent with the company's business image and customer needs. Option B is incorrect because open-to-buy is the amount of money left for buying goods after all purchases have been received and all purchases on order have been taken into account. Option C is incorrect because a basic stock list is used for staple items that should always be in stock. Option D is incorrect because enterprise resource planning software integrates all parts of a company's business management.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	006	B	<p>Option B is correct because the main goal of publicity is to develop a positive perception of an organization. Option A is incorrect because it is the goal of public relations, not publicity, to develop positive relations with reporters. Option C is incorrect because developing an awareness of a business’s products or services it receives is the function of advertising. Option D is incorrect because a business cannot control the publicity it receives, and it is not the goal of publicity to develop a source of free advertising.</p> <p>Back to Question</p>
19	007	D	<p>Option D is correct because it is a valid application of the stated trend. Option A is incorrect because marketing products to countries with similar demographics is not a valid application of the stated trend. Option B is incorrect because the WTO makes rules governing international trade, not matching products with demand, and is not a valid application of the stated trend. Option C is incorrect because marketing products that were successful in one culture may not be successful in another culture, and the answer is not a valid application of the stated trend.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	008	B	<p>Option B is correct because forecasting helps a company understand the best time to introduce a new product into the market. Option A is incorrect because forecasting is looking forward based on past sales. Option C is incorrect because forecasting is not directly related to employee pay. Option D is incorrect because forecasting is not based on employees' opinions.</p> <p>Back to Question</p>
21	009	B	<p>Option B is correct because a spreadsheet is the most effective way to make calculations and display numbers. Option A is incorrect because a database is used for organizing information, not making calculations. Option C is incorrect because a presentation does not make calculations. Option D is incorrect because a word processor does not make calculations or display numbers in the most effective way.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
22	009	D	<p>Option D is correct because phishing is attempting to acquire a consumer’s personal information. Option A is incorrect because spam is mass mailing over the Internet by sending promotional messages to practically everyone whose email address is known, without asking for anyone’s permission. Option B is incorrect because crowdsourcing is the outsourcing of job functions to groups of people who operate independently and who are willing to provide their services in exchange for experience, recognition, or low rates of pay. Option C is incorrect because data mining is sifting through very large amounts of data for useful information.</p> <p>Back to Question</p>
23	009	C	<p>Option C is correct because a designer is focused on how the website looks and operates for the consumer. Option A is incorrect because a copywriter is a professional who composes headings, sub-headings, and body copy of advertisements, brochures, catalogs, direct mail offers, product literature, etc. Option B is incorrect because the system tester is charged with verifying and validating that all the components of the system meet customer requirements. Option D is incorrect because a brand planner collaborates with the creative services for catalog layouts and proofing process, and also participates as an integral partner with visual, merchandising, sourcing, and catalog to ensure that market/company-specific strategies are communicated and executed efficiently.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
24	009	D	<p>Option D is correct because publishing in a forum like a blog would potentially reach a larger audience. Option A is incorrect because an email to current customers is not a public forum like a blog is in which many people can view. Option B is incorrect because, although the restaurant’s website will have information on location, menu or discounts, it will reach only those looking at the web page. Option C is incorrect because only current customers will see the article and most likely not read it if it’s just posted in the restaurant. Very few people would see it.</p> <p>Back to Question</p>
25	010	D	<p>Option D is correct because researching management styles helps student managers determine how they will make decisions and relate to subordinates. Option A is incorrect because team-building games help facilitate group work norms. Option B is incorrect because on-the-job coaching cannot happen until the students are actually operating the store. Option C is incorrect because designing store logos will not help the students learn how to manage a school store.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
26	012	B	<p>Option B is correct because ergonomics is the scientific study of humans in the workplace. Option A is incorrect because mathematics is the study of numbers, quantity and space. Option C is incorrect because social studies is the study of social relationships and the functioning of society and is usually made up of courses from history, government, economics, civics, sociology, geography and anthropology. Option D is incorrect because language arts is the study of grammar, composition, spelling and (sometimes) public speaking and is typically taught as a single subject in elementary and middle school.</p> <p>Back to Question</p>
27	012	C	<p>Option C is correct because brainstorming is a common business practice where employees generate creative ideas and solutions through intensive and freewheeling group discussion. Brainstorming is also an instructional strategy that can be used in the classroom. Option A is incorrect because a simulation is a form of experiential learning. Simulations are instructional scenarios where the learner is placed in a world defined by the teacher. The business world is the real world and by nature not a simulation. This is not the best strategy for modeling a common business practice. Option B is incorrect because role-playing allows students to take risk-free positions by acting out characters in hypothetical situations. This is not the best strategy in modeling a common business practice. Option D is incorrect because journal writing is a learning tool based on the idea that students write to learn. Students use journals to write about topics of personal interest, to note their observations, to imagine, to wonder and to connect new information with things they already know. This is not the best strategy for modeling a common business practice.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	012	C	<p>Option C is correct because performance-based assessment strategies typically involve students explaining how they would answer the question or solve a problem by writing a few sentences or paragraphs, drawing and explaining a diagram, or performing an experiment. Option A is incorrect because matching questions are an example of a traditional assessment tool. These assessments are easy to grade but only test isolated application, facts or memorized data of lower-level thinking skills. Option B is incorrect because true-false questions are an example of a traditional assessment tool. These assessments are easy to grade but only test isolated application, facts or memorized data of lower-level thinking skills. Option D is incorrect because multiple-choice questions are an example of a traditional assessment tool. These assessments are easy to grade but only test isolated application, facts or memorized data of lower-level thinking skills.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	012	C	<p>Option C is correct because differentiated instruction is a teaching approach in which teachers adapt their instruction to students' differences. Option A is incorrect because the lecture is the most criticized of all teaching methods AND the most commonly used because 1) planning time is limited, 2) lectures are flexible and can be applied to any content, and 3) lectures are simple. The most critical fact about the lecture is that it puts students in a passive role and is a one-size-fits-all approach. Option B is incorrect because demonstration involves the teacher showing students a process or procedure and is not a differentiated instruction strategy that takes into consideration the diversity of the students. Option D is incorrect because single-method instruction utilizes a teacher-centered all approach where the teacher identifies the lesson objectives and takes the primary responsibility for guiding the instruction by explanation of the information and modeling.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
30	011	B	<p>Option B is correct because job shadowing will allow the students to go into a career interest and give them an opportunity to see what the job is like. Shadowing allows a student to spend a few hours or a day with a professional working in the student’s career interest. Option A is incorrect because although a student may be job shadowing, he or she may not be shown good work ethics and communication skills. Option C is incorrect because having students to do job shadowing may not necessarily build a good rapport with the community. Option D is incorrect because students who are job shadowing will not actually be doing all the work, and therefore, it would be hard to gain a good assessment of a student’s aptitudes and skill levels in the workplace.</p> <p>Back to Question</p>
31	011	A	<p>Option A is correct because involving business persons in advisory roles of DECA can promote meaningful, relevant learning. Option B is incorrect because sharing business plans would only aid as a reference for DECA; it would not help the student connect with the business person. Option C is incorrect because creating a newsletter for business would only give information; it would not directly connect students and business persons. Option D is incorrect because although the students would be learning about the business person and the business, an interview alone will not connect the student and the business person. Further steps will need to be taken following the interview.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	012	B	<p>Option B is correct because having the student work hands-on to acquire sponsors and contracts for a local sports team will have the student put into practice what has been taught about sponsorship. This will give the teacher an effective evaluation of the unit. Option A is incorrect because having students conduct research is not considered hands on and will not effectively evaluate the teacher’s performance during the unit. Option C is incorrect because having the students write a paper is not the best way to learn the effectiveness of the unit. The student will not be able to work hands-on in actually putting into practice what has been learned. Option D is incorrect because having the students compare and contrast current school sports sponsors would only have the student performing an analysis of situations. This is not a hands-on evaluation that would give the teacher a true insight into the unit’s effectiveness.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

Academy of Marketing Studies Journal, Allied Academies.

<http://www.alliedacademies.org/public/journals/JournalDetails.aspx?jid=12>

International Review of Entrepreneurship.

<http://www.senatehall.com/entrepreneurship>

Journal of Digital Learning in Teacher Education, International Society for Technology in Education. <http://www.iste.org>

Journal of Marketing Education. <http://jmd.sagepub.com/>

Texas Computer Education Association TechEdge and TechNotes.

<http://www.tcea.org>

OTHER RESOURCES

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ONLINE RESOURCES

Association for Career and Technical Education — <http://www.acteonline.org>

Association for Career and Technical Information — <http://www.nactei.org>

Business and Marketing Career Resources — <http://www.khake.com/page13.html>

Distributive Education Clubs of America (DECA) — <http://www.deca.org>

International Association of Business Communicators — <http://www.iabc.com>

International Society for Technology in Education — <http://www.iste.org>

Marketing Education Association — <http://www.nationalmea.com>

MBA Research and Curriculum Center — <http://www.mbaresearch.org>

Marketing Teacher — <http://www.marketingteacher.com>

National Association for Business Economics — <http://www.nabe.com>

National Association of Economic Educators — <http://www.naee.net/home.shtml>

National Board for Professional Teaching Standards — <http://www.nbpts.org>

National Business Education Association — <http://www.nbea.org>

National Career Development Association — <http://www.ncda.org>

National Economic Association — <http://www.neaecon.org/>

National Education Association — <http://www.nea.org>

National Educational Technology Standards for Teachers —
<http://www.iste.org/standards/standards-for-teachers>

National Marketing Education Standards —
http://www.mbaresearch.org/images/PDFs/MarketingCluster_2.pdf

Texas Education Agency, Certification (Standards & Testing) —
http://www.tea.state.tx.us/index2.aspx?id=25769812527&menu_id=865&menu_id2=794

Texas Education Agency — <http://www.tea.state.tx.us>

Texas Essential Knowledge and Skills (TEKS) —
http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

U.S. Department of Education — <http://www.ed.gov>