



## **GACE® Marketing Education Assessment** ***Test at a Glance***

**Updated June 2017**

See the GACE® Marketing Education Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Marketing Education
Grade Level	6–12
Test Code	Test I: 046 Test II: 047 Combined Test I and Test II: 546
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0
Test Format	Computer delivered

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## About this Assessment

The GACE Marketing Education assessment is designed to measure the professional knowledge of prospective teachers of secondary school Marketing Education in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

## Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Marketing-Information Management	32%
II. Market Planning	28%
III. Economics	24%
IV. Professional Development and Marketing Education Programs	16%

## Test I Objectives

### Subarea I: Marketing-Information Management

*Objective 1: Understands the nature and scope of marketing research and the marketing information management function*

The beginning Marketing Education teacher:

- A. Knows how to describe the regulation of marketing information management and the need for marketing data
- B. Knows how to explain the nature of marketing research in a marketing information management system
- C. Knows how to explain the role of ethics in marketing information management
- D. Knows how to describe the use of technology in the marketing information management function
- E. Knows how to describe the nature of marketing research problems/issues

*Objective 2: Understands marketing research design and data collection methods and how to evaluate appropriateness*

The beginning Marketing Education teacher:

- A. Knows how to describe methods used to design marketing research studies; i.e., descriptive, exploratory, and causal
- B. Knows how to describe options businesses use to obtain marketing research data; i.e., primary and secondary research
- C. Knows how to describe data collection methods; e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners
- D. Know how to explain characteristics of effective data collection instruments
- E. Knows how to describe techniques for processing marketing data

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*Objective 3: Knows how to evaluate marketing research methods and findings to determine their plausibility*

The beginning Marketing Education teacher:

- A. Knows how to determine the nature and usefulness of a marketing research report
- B. Knows how to identify sources of error in a research report; e.g., response errors, interviewer errors, non-response errors, sample design
- C. Knows how to evaluate survey design; e.g., types of questions, question wording, routing, sequencing, length, layout
- D. Knows how to assess appropriateness of marketing research for the problem/issue; e.g., research methods, sources of information, timeliness of information, etc.
- E. Knows how to explain the use of descriptive statistics in marketing decision making

## **Subarea II: Market Planning**

*Objective 1: Knows how to develop and select marketing strategies to guide marketing tactics and improve return on marketing investment (ROMI)*

The beginning Marketing Education teacher:

- A. Knows how to explain the concept of marketing strategies
- B. Knows how to identify considerations in implementing global, regional, and local marketing strategies
- C. Knows how to explain the concept of market and market identification
- D. Knows how to identify and select target market segments
- E. Understands financial tools, strategies, and systems available

*Objective 2: Employs marketing information to develop a marketing plan*

The beginning Marketing Education teacher:

- A. Knows how to explain the nature of marketing plans
- B. Knows how to explain the role of situation analysis in the marketing planning process
- C. Knows how to conduct market and strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in the marketing planning process
- D. Knows how to assess global trends and opportunities
- E. Knows how to explain the nature of sales forecasts
- F. Knows how to set marketing goals and objectives

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- G. Knows how to select marketing metrics, marketing budgets, and develop marketing plans

*Objective 3: Knows how to assess marketing strategies to improve ROMI*

The beginning Marketing Education teacher:

- A. Knows how to describe measures used to control marketing plans
- B. Knows how to explain strategies for linking performance measures to financial outcomes
- C. Knows how to monitor and evaluate performance of marketing plans
- D. Knows how to assess cost-effectiveness of measurement tools

### **Subarea III: Economics**

*Objective 1: Understands principles and concepts fundamental to the economic impact on marketing*

The beginning Marketing Education teacher:

- A. Demonstrates knowledge of economic principles and concepts fundamental to marketing
- B. Knows how to explain the impact of government on marketing activities to make informed economic decisions
- C. Demonstrates knowledge of economic indicators to recognize economic trends and conditions
- D. Knows how to identify and compare different market structures and analyze the effects had on prices and the quality of goods and services produced

### **Subarea IV: Professional Development and Marketing Education Programs**

*Objective 1: Knows fundamentals of career planning to enhance job success potential in marketing*

The beginning Marketing Education teacher:

- A. Knows how to describe employment opportunities in marketing
- B. Knows how to describe ways to obtain work experience
- C. Knows how to utilize career and job search strategies
- D. Knows how to explain the need for an employee to engage in an ongoing education
- E. Knows how to identify the skills needed to enhance career progression

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*Objective 2: Demonstrates understanding of the program perspectives and cooperative education programs*

The beginning Marketing Education teacher:

- A. Understands organization and development of education programs
- B. Knows how to analyze and evaluate education programs
- C. Knows how to describe the impact of school-based enterprises and career and technical education student organizations on programs
- D. Knows how to explain the history of vocational education and its impact on current career student education programs
- E. Demonstrates understanding of advisory committees and their influence on school and community relationships
- F. Knows how to apply strategies for encouraging student participation in student organizations such as DECA
- G. Knows how to identify the characteristics of cooperative education programs
- H. Knows how to explain legal issues and operations of cooperative education programs
- I. Knows how to describe the responsibilities of employers and employees

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## Test II Subareas

Subarea	Approx. Percentage of Test
I. Channel Management	17%
II. Pricing	17%
III. Product/Service Management	27%
IV. Promotion	23%
V. Selling	16%

## Test II Objectives

### Subarea I: Channel Management

*Objective 1: Demonstrates knowledge of channel activity to evaluate the factors that determine logistics strategies*

The beginning Marketing Education teacher:

- A. Knows how to explain the nature of channels of distribution and the scope of channel management
- B. Knows how to explain the use and importance of technology in the channel management function
- C. Recognizes legal and ethical considerations in channel management
- D. Knows how to integrate channel management with other activities in the marketing plan
- E. Knows how to explain the nature of channel-member relationships and channel strategies
- F. Understands the nature and scope of e-commerce

### Subarea II: Pricing

*Objective 1: Demonstrates foundational knowledge of pricing and its role in marketing*

The beginning Marketing Education teacher:

- A. Knows how to describe the role of pricing
- B. Knows how to explain the role of business ethics in pricing
- C. Understands the use of technology in the pricing function
- D. Describe legal considerations for pricing

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### **Subarea III: Product/Service Management**

*Objective 1: Demonstrates foundational knowledge of product and service management to understand its nature and scope*

The beginning Marketing Education teacher:

- A. Knows how to identify the impact of product life cycles on marketing decisions
- B. Knows how to describe the use of technology in the product and service management function
- C. Knows how to explain business ethics in product and service management

*Objective 2: Knows how the generation of ideas and employment of product-mix strategies contributes to business success*

The beginning Marketing Education teacher:

- A. Knows how to identify methods and techniques to generate a product idea
- B. Knows how to determine initial feasibility of a product idea
- C. Knows how to adjust ideas to create a functional product
- D. Knows how to explain how quality assurance concepts enhance product and service offerings
- E. Determines how to employ product-mix strategies to meet customer expectations
- F. Knows how to explain the concept and implementation of a product mix
- G. Knows how to adapt product ranges to meet the needs of the target market segments
- H. Knows how to identify products/services to fulfill a customer need
- I. Knows how to monitor market innovations

*Objective 3: Demonstrates how to position products/services to acquire desired business image*

The beginning Marketing Education teacher:

- A. Demonstrates how to position products and services to acquire a desired business image
- B. Knows how to describe factors used by marketers to position products and services
- C. Knows how to explain the nature of branding
- D. Knows how to identify the competitive advantage of a products and/ or services
- E. Knows how to develop a positioning strategy for new products and/or services
- F. Knows how to communicate the core values of a product and/or service
- G. Knows how to apply quality assurances to enhance product/service offerings

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- H. Knows how to describe the uses of grades and standards in marketing
  - I. Knows how to explain warranties and guarantees
  - J. Knows how to identify consumer protection provisions of appropriate agencies
  - K. Knows how to evaluate customer experiences

#### **Subarea IV: Promotion**

*Objective 1: Understands foundational knowledge of promotion to understand its nature and scope*

The beginning Marketing Education teacher:

- A. Knows how to explain the role of promotion as a marketing function
- B. Knows how to explain the types of promotion
- C. Knows how to identify the elements of the promotional mix
- D. Knows how to describe the use of business ethics in promotion
- E. Knows how to describe the use of technology in the promotion function
- F. Knows how to describe the regulation of promotion
- G. Knows how to explain types of advertising media
- H. Knows how to explain the components of advertisements
- I. Knows how to identify types of public relations activities

*Objective 2: Plans and evaluates promotional activities to maximize return on promotional efforts*

The beginning Marketing Education teacher:

- A. Knows how to explain the nature of a promotional plan
- B. Knows how to develop communications objectives
- C. Knows how to coordinate activities in the promotional mix
- D. Knows how to identify and implement metrics to assess results of promotional efforts

#### **Subarea V: Selling**

*Objective 1: Knows how to explain the nature and scope of the selling function and process*

The beginning Marketing Education teacher:

- A. Understands foundational knowledge of products and brands
- B. Knows how to explain the role of customer service as a component of selling relationships

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- C. Knows how to explain key factors in building a clientele
  - D. Knows how to analyze product information to identify product features and benefits ensuring that the product is appropriate for the customer
  - E. Knows how to discuss motivational theories that impact buying behavior
  - F. Knows how to explain business ethics in selling
  - G. Knows how to describe the use of technology in the selling function
  - H. Knows how to describe the nature of selling regulations

*Objective 2: Understands sales processes and techniques to increase sales and minimize staff turnover*

The beginning Marketing Education teacher:

- A. Knows how to describe the nature of orientation programs for sales staff
- B. Explains the selling process
- C. Knows how to analyze sales staff activity and results