



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

## **Marketing Education Assessment**

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## Table of Contents

About the Assessment .....	4
Content Specifications .....	5
Test I Subareas .....	6
Test I Objectives.....	6
Subarea I: Marketing-Information Management .....	6
Subarea II: Market Planning.....	7
Subarea III: Economics .....	8
Subarea IV: Professional Development and Marketing Education Programs .....	8
Test II Subareas .....	10
Test II Objectives.....	10
Subarea I: Channel Management .....	10
Subarea II: Pricing .....	10
Subarea III: Product/Service Management.....	11
Subarea IV: Promotion.....	12
Subarea V: Selling .....	12
Practice Questions .....	14
Answer Key and Rationales .....	23
Preparation Resources .....	29
Guide to Taking a GACE Computer-delivered Assessment.....	29
Reducing Test Anxiety.....	29
Study Tips: Preparing for a GACE Assessment.....	29
Journals.....	29
Other Resources .....	29
Online Resources.....	30

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

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## About the Assessment

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
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

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.

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

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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.

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

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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

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

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

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



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*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

*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

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



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- 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

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

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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

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

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### Subarea III: Product/Service Management

*Objective 1: Demonstrates foundational knowledge or 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
- H. Knows how to describe the uses of grades and standards in marketing
- I. Knows how to explain warranties and guarantees

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- 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
- 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

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- 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

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

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## Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

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

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**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following types of tests is designed primarily to help predict how successful a person is likely to be in learning new skills?
  - A. Achievement
  - B. Aptitude
  - C. Interest
  - D. Personality

Answer and Rationale

2. When there are high levels of business failures and unemployment, the business cycle is said to be in which of the following phases?
  - A. Expansion
  - B. Peak
  - C. Recovery
  - D. Trough

Answer and Rationale

3. A marketing researcher is conducting a survey in a large selling area by contacting a small group of people that is representative of all people in that area. The small, representative group is known as the
  - A. population.
  - B. sample.
  - C. stratification.
  - D. universe.

Answer and Rationale

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



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4. Which of the following terms refers specifically to marketing goods directly to the consumer in a non-retail environment?
- A. Comparison shopping
  - B. Consignment
  - C. Direct selling
  - D. Merchandising

Answer and Rationale

5. The process of keeping a running account of merchandise on hand is referred to as
- A. perpetual inventory.
  - B. economic order quantity.
  - C. book inventory.
  - D. physical inventory.

Answer and Rationale

6. Which of the following refers to a listing of the variety of merchandise lines carried and the depth and breadth in which these products are stocked?
- A. Basic stock list
  - B. Buying plan
  - C. Merchandise mix
  - D. Price line list

Answer and Rationale

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

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**Questions 7-8 refer to the information below.**

A local department store sold a cookware set at the retail cost of \$40. The actual cost of the cookware was \$25.

7. What was the percentage markup based on cost price for the cookware set?
- A. 25%
  - B. 37.5%
  - C. 60%
  - D. 82.5%

Answer and Rationale

8. What was the percentage markup based on retail price for the cookware set?
- A. 25%
  - B. 37.5%
  - C. 60%
  - D. 62.5%

Answer and Rationale

9. On August 4, a store purchased five sofas invoiced at \$7,000, terms  $\frac{2}{10}, \frac{n}{30}$ . The invoice was paid August 13. The store paid
- A. \$7,140
  - B. \$7,000
  - C. \$6,860
  - D. \$6,300

Answer and Rationale

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

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10. Which of the following types of software applications is primarily used to perform calculations on numbers in columns and rows?
- A. Database
  - B. Spreadsheet
  - C. Project management
  - D. Word processing

Answer and Rationale

11. Which of the following types of advertising is being used when a retail store agrees to share advertising costs for a consumer product with the national distributor of the product?
- A. Trade advertising
  - B. Industrial advertising
  - C. National advertising
  - D. Cooperative advertising

Answer and Rationale

12. Which of the following terms refers to the paid mention of a company, a product, or a service by a form of media?
- A. Advertising
  - B. Public relations
  - C. Third-party endorsement
  - D. Puffing

Answer and Rationale

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

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13. Salespersons who view a situation as a customer sees it are exhibiting
- A. cooperation.
  - B. empathy.
  - C. responsibility.
  - D. tolerance.

Answer and Rationale

14. The process of making large numbers of unsolicited sales calls to potential customers whom the sales person does not know is referred to as
- A. multilevel marketing.
  - B. cold canvassing.
  - C. the center of influence method.
  - D. the sales associate method.

Answer and Rationale

15. Which of the following gives the owner exclusive rights by law to use a brand?
- A. Brand loyalty
  - B. Brand mark
  - C. Trade name
  - D. Trademark

Answer and Rationale

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

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16. Inelastic demand occurs when the

- A. quantity demanded changes a great deal as prices fluctuate.
- B. quantity demanded barely changes with a change in price.
- C. change in quantity demanded is in the same proportion as the change in price.
- D. supply curve and the demand curve intersect at a given price point.

Answer and Rationale

17. Which of the following is the best example of a trade discount?

- A. A lumberyard offers a discount to a homeowner for buying lumber
- B. A retailer offers a discount to a consumer for buying out-of-season merchandise
- C. A producer offers a discount to retailers for promoting its product during the month of June
- D. A car dealer offers a discount to a customer in exchange for a used car

Answer and Rationale

18. Which of the following software products would a small business typically use to manage its finances?

- A. Knowledge management utility
- B. Relational database
- C. Double-entry accounting software
- D. Spreadsheet

Answer and Rationale

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

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19. Micromarketing is directed at potential buyers who

- A. have excess disposable income.
- B. are between the ages of 8 and 14.
- C. share similar attitudes and behaviors.
- D. have opted out of customized marketing.

Answer and Rationale

20. The primary objective of team-based selling is to

- A. match various functional areas of the company with customer needs.
- B. distribute the work involved in managing an account.
- C. equitably manage the sales bonus pool.
- D. create multiple points of contact between the customer and the company.

Answer and Rationale

21. Firms that view themselves as market leaders in product quality frequently adopt a

- A. market share strategy.
- B. penetration pricing strategy.
- C. strategy that focuses on non-price benefits.
- D. strategy to expand the overall market.

Answer and Rationale

22. Which of the following pricing strategies attempts to influence a customer's perception of price to make a product's price more attractive?

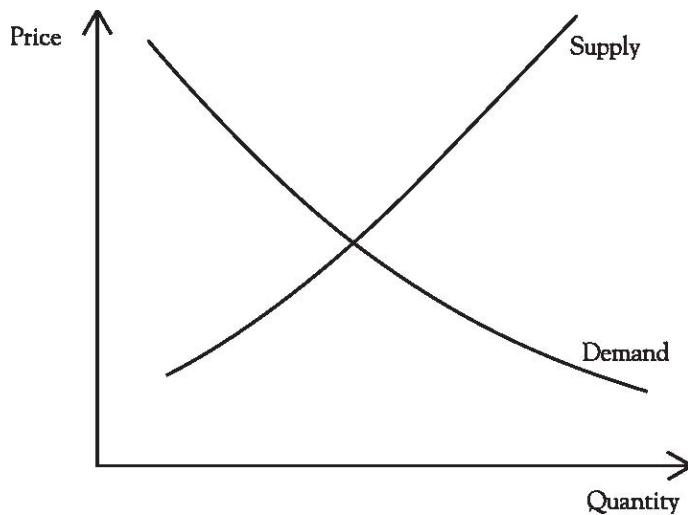
- A. Captive pricing
- B. Demand based
- C. Markup pricing
- D. Psychological pricing

Answer and Rationale

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

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Questions 23 and 24 are based on the following diagram that shows the supply and demand curves for leather garments.



23. An increase in the price of leather and a simultaneous increase in consumers' incomes will most likely have which of the following effects on the equilibrium price and quantity of leather garments?
- A. Price will increase and quantity will increase
  - B. Price will increase and the change in quantity will be indeterminate
  - C. The change in price will be indeterminate and quantity will decrease
  - D. Price will decrease and quantity will decrease

Answer and Rationale

24. If the government places a price ceiling on leather garments that is below the equilibrium price, which of the following will occur in the market for leather garments?
- A. There will be a shortage
  - B. There will be a surplus
  - C. The demand curve for leather garments will shift leftward
  - D. The supply curve for leather garments will shift rightward

Answer and Rationale

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



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## Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	B	<b>Option B is correct.</b> Aptitude tests measure a combination of abilities indicative of an individual's ability to learn specific jobs.  <a href="#">Back to Question</a>
2	D	<b>Option D is correct.</b> There is little production during the trough phase of the business cycle, which forces industries to downsize.  <a href="#">Back to Question</a>
3	B	<b>Option B is correct.</b> A sample is the portion of a population that is selected for a survey.  <a href="#">Back to Question</a>
4	C	<b>Option C is correct.</b> Direct selling markets goods to consumers in non-retail environments. Products commonly sold by this method include personal care items and household goods.  <a href="#">Back to Question</a>

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

Question Number	Correct Answer	Rationale
5	A	<p><b>Option A is correct.</b> Perpetual inventory is the book inventory computed continually.</p> <p><a href="#">Back to Question</a></p>
6	C	<p><b>Option C is correct.</b> Merchandise mix guides the staff on what goods to order and the variety within the specific lines to order.</p> <p><a href="#">Back to Question</a></p>
7	C	<p><b>Option C is correct.</b> The markup is \$15, which is the difference between \$40 (retail price) and \$25 (cost). The markup as a percentage based on cost price is 60 percent or <math>\frac{\\$15}{\\$25}</math>.</p> <p><a href="#">Back to Question</a></p>
8	B	<p><b>Option B is correct.</b> The markup is \$15, which is the difference between \$40 (retail price) and \$25 (cost). The markup as a percentage based on retail price is 37.5 percent or <math>\frac{\\$15}{\\$40}</math>.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
9	C	<p><b>Option C is correct.</b> \$7,000 times .02 equals \$140 and \$7,000 minus \$140 equals \$6,860. Because the invoice is paid within 10 days, the customer is entitled to a 2 percent discount.</p> <p><a href="#">Back to Question</a></p>
10	B	<p><b>Option B is correct.</b> Spreadsheet software prepares financial statements, inventory reports, employee time sheets, and price lists.</p> <p><a href="#">Back to Question</a></p>
11	D	<p><b>Option D is correct.</b> Trade, industrial, and national advertising refer to areas of concentration or focus in advertising. Cooperative advertising describes the sharing of advertising costs between the seller and producer in an arrangement thought to be mutually beneficial.</p> <p><a href="#">Back to Question</a></p>
12	A	<p><b>Option A is correct.</b> Advertising includes all forms of paid promotion for a product, service, or person.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
13	B	<p><b>Option B is correct.</b> Empathy is defined as the capacity to experience another person's feelings.</p> <p><a href="#">Back to Question</a></p>
14	B	<p><b>Option B is correct.</b> Cold canvassing is used with telephone sales or door-to-door where the prospective customer is not known.</p> <p><a href="#">Back to Question</a></p>
15	D	<p><b>Option D is correct.</b> Trademark is used by a manufacturer or dealer to distinguish a product from those of a competitor and is protected by law.</p> <p><a href="#">Back to Question</a></p>
16	B	<p><b>Option B is correct.</b> Inelastic demand occurs when the percentage change in quantity demanded is less than the percentage change in price.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
17	C	<p><b>Option C is correct.</b> A trade discount is offered by a seller to channel members who perform certain functions, such as selling, storing, or promoting the product.</p> <p><a href="#">Back to Question</a></p>
18	C	<p><b>Option C is correct.</b> Entrepreneurial start-ups often use spreadsheets to manage their books, but small companies require double-entry accounting software to manage their finances.</p> <p><a href="#">Back to Question</a></p>
19	C	<p><b>Option C is correct.</b> As contrasted with mass production and mass marketing, micro marketing is all about targets: using behavioral and attitudinal analyses to identify the target demographic most likely to respond to product promotion.</p> <p><a href="#">Back to Question</a></p>
20	A	<p><b>Option A is correct.</b> One of the principles of customer relationship management is to provide solutions to customer problems. The solutions often require the expertise of groups outside of sales and marketing (e.g., information technology, finance). The most effective way of delivering this multidisciplinary solution is to create a team consisting of representatives from the various functional areas. The team is usually led by the sales or account manager.</p> <p><a href="#">Back to Question</a></p>

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

Question Number	Correct Answer	Rationale
21	C	<p><b>Option C is correct.</b> Companies with well-differentiated products prefer not to compete on price, which often leads to price wars and diminished margins.</p> <p><a href="#">Back to Question</a></p>
22	D	<p><b>Option D is correct.</b> Psychological pricing is pricing that attempts to influence a customer's perception of price to make a product's price more attractive (e.g., setting the price at \$4.99 rather than \$5.00).</p> <p><a href="#">Back to Question</a></p>
23	B	<p><b>Option B is correct.</b> An increase in the price of leather decreases the supply of leather garments and an increase in incomes will increase the demand for leather garments, assuming leather garments are normal goods. These simultaneous shifts in the curves will result in an increase in price, but the effect on quantity is indeterminate and will depend on the extent of the shift of each curve.</p> <p><a href="#">Back to Question</a></p>
24	A	<p><b>Option A is correct.</b> The result of an effective price ceiling below the equilibrium price will be an excess of quantity demanded versus quantity supplied, which will result in a shortage.</p> <p><a href="#">Back to Question</a></p>

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

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## Preparation Resources

The resources listed below may help you prepare for the GACE assessment 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 of these materials to obtain information on specific topics for study and review.

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare) for this free download.

### Journals

*Academy of Marketing Studies Journal, Allied Academies* — [www.alliedacademies.org/marketing](http://www.alliedacademies.org/marketing)

*International Journal of Marketing Education* — [www.senatehall.com/journals.php?journal=8](http://www.senatehall.com/journals.php?journal=8)

*Journal of Computing in Teacher Education, International Society for Technology in Education* — [www.iste.org](http://www.iste.org)

*Journal of Marketing Education* — [www.sagepub.com/journal.aspx?pid=117](http://www.sagepub.com/journal.aspx?pid=117)

### Other Resources

Allen, K. R. (2003). *Launching New Ventures: An Entrepreneurial Approach*, Third Edition. Boston, Mass.: Houghton Mifflin Company.

Armstrong, S. (Ed.) (2002). *Edutopia: Success Stories for Learning in the Digital Age*. San Francisco, Calif.: Jossey-Bass.

Bearden, W. O., Ingram, R. W., and LaForge, R. W. (1995). *Marketing Principles and Perspectives*. Chicago, Ill.: Irwin.

Berhardt, K. L., and Kinnear, T. C. (1997). *Cases in Marketing Management*, Seventh Edition. Burr Ridge, Ill.: McGraw-Hill/Irwin.

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- Eppen, G. D., Gould, F. J., Schmidt, C. P., Moore, J. H., and Weatherford, L. R. (1998). *Introductory Management Science: Decision Modeling with Spreadsheets*, Fifth Edition. Upper Saddle River, N.J.: Prentice Hall.
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- Meyers, M. (2003). *Introduction to PC Hardware and Troubleshooting*. Berkeley, Ca.: McGraw-Hill/Osbourne Media.
- Nickels, W. G., McHugh, J., and McHugh, S. (2004). *Understanding Business*, Seventh Edition. New York, N.Y.: McGraw-Hill/Irwin.
- Remp, A. (2002). *Technology, Methodology and Business Education*. Reston, Va.: National Business Education Association.
- Silbiger, S. (1993). *The Ten Day MBA*. New York, N.Y.: Quill William Morrow.
- Thompson, A. A., and Stricklan, A. J. (2003). *Strategic Management: Concepts and Cases*, Thirteenth Edition. McGraw-Hill/Irwin.
- Townsley, M. (2000). *Business 2000: Advertising*. Marietta, Ga.: South-Western Educational and Professional Publishing.
- Townsley, M. (2001). *Business 2000: Retail*. Marietta, Ga.: South-Western Educational and Professional Publishing.
- Wells, D., and Ambrose, A. (2004). *Computer Concepts Basics*, Second Edition. Stamford, Conn.: Thomson Learning.

## Online Resources

Association for Career and Technical Education — [www.acteonline.org](http://www.acteonline.org)

Association for Career and Technical Information — [www.nactei.org](http://www.nactei.org)

Business and Marketing Career Resources — [www.khake.com/page13.html](http://www.khake.com/page13.html)

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Distributive Education Clubs of America (DECA) — [www.deca.org](http://www.deca.org)  
International Association of Business Communicators — [www.iabc.com](http://www.iabc.com)  
International Society for Technology in Education — [www.iste.org](http://www.iste.org)  
Marketing Education Association — [www.nationalmea.org](http://www.nationalmea.org)  
Marketing Education Resource Center — [www.mark-ed.org](http://www.mark-ed.org)  
Marketing Teacher — [www.marketingteacher.com](http://www.marketingteacher.com)  
National Association for Business Economics — [www.nabe.com](http://www.nabe.com)  
National Association of Economic Educators — <http://ecedweb.unomaha.edu/nace.htm>  
National Board for Professional Teaching Standards — [www.nbpts.org](http://www.nbpts.org)  
National Business Education Association — [www.nbea.org](http://www.nbea.org)  
National Career Development Association — [www.ncda.org](http://www.ncda.org)  
National Economic Association — [www.ncaat.edu](http://www.ncaat.edu)  
National Education Association — [www.nea.org](http://www.nea.org)  
National Educational Technology Standards for Teachers — [www.cnets.iste.org](http://www.cnets.iste.org)  
National Marketing Education Standards —  
[www.mark-ed.com/curricul/national\\_marketing\\_standards.htm](http://www.mark-ed.com/curricul/national_marketing_standards.htm)  
U.S. Department of Education — [www.ed.gov](http://www.ed.gov)

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