

EXAM CODE **252**

CATALOG NUMBER **BUSx250**

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**PRACTICE EXAMS**  
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# Principles of Marketing

CREDIT HOURS

**3**

LEVEL

**LOWER**

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## SECTION ONE

# Preparing for the Exam

## Before You Choose This UExcel Exam

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### Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

### Examination Length and Scoring

This examination consists of 120 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

## Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

## Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.<sup>①</sup>
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

<sup>①</sup> In general, two-hour exams do not award a D letter grade.

See page 26, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

## Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): [www.excelsior.edu/bookstore](http://www.excelsior.edu/bookstore)

## Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit [www.excelsior.edu/library](http://www.excelsior.edu/library) (login is required). Access to the library is available 24/7.

## Take Charge of Your Own Learning

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At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

## How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

## How Can I Create an Effective Long-Term Study Plan?

**1. Determine the time you will require to complete your preparation for this exam.** If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

## 2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

## 3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

## 4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

### **5. Format a long-term study plan.**

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

### **6. Record in your long-term study plan the content you plan to cover during each study period.**

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

## **What Learning Strategy Should I Use?**

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

### **1. Approach learning with a positive attitude.**

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

### **2. Diligently complete the exact work you specified in your study plan.**

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

### **3. Be an active learner.**

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

### **4. Be patient: you may not understand everything immediately.**

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

### **5. Apply your learning to your daily life.**

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

### **6. Accommodate your preferred way of learning.**

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

## **Study Tips**

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

## Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit [www.excelsior.edu](http://www.excelsior.edu) and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

## About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at [www.excelsior.edu/testprep](http://www.excelsior.edu/testprep).

## Exam Preparation Strategies

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Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

## Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at [www.excelsior.edu/contentguides](http://www.excelsior.edu/contentguides).

### Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

### Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

# Recommended Resources for the UExcel Exam in Principles of Marketing

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The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the [Excelsior College Bookstore](#).

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

## Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

## Strongly Recommended

Armstrong, G.M. (2017). *Marketing* (14th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Armstrong, Gary; Kotler, Philip. *MyLab Marketing (with Pearson eText Access Card) for Marketing An Introduction* (14th ed.).

## Optional Resources

The examination development committee did not identify any specific Optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

## Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

## Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through [www.ocwconsortium.org](http://www.ocwconsortium.org) and/or [www.oercommons.org](http://www.oercommons.org).

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

[www.education-portal.com](http://www.education-portal.com)

[www.opencourselibrary.org](http://www.opencourselibrary.org) (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy ([www.khanacademy.com](http://www.khanacademy.com)) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

### **Open Online Textbooks**

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

### **College Readiness**

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

### **Study Aids**

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

## SECTION TWO

# Content Outline

### **General Description of the Examination**

The UExcel Principles of Marketing examination is based on material typically taught in a one-semester lower-level undergraduate course in marketing.

The examination measures knowledge of facts and terminology, understanding of marketing concepts and theories, and the ability to apply this knowledge and understanding within organizational and societal environments. Major topics include marketing strategies and mix, market segmentation, factors affecting the marketing environment, market research, consumer and business buyer behavior, target marketing, product differentiation and positioning, product branding, pricing strategies, the purchase decision process, marketing channels, promotion mix strategies, online and global marketing, marketing ethics, and the marketing plan.

No prior knowledge of principles of marketing is required before beginning study for this exam.

### **Learning Outcomes**

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Define the basic terms and concepts of marketing.
2. Describe and understand the components of the marketing process.
3. Describe the environmental forces that affect a company's ability to serve its customers.
4. Understand the process of gathering and using information to gain insight into the marketplace and customers. (Aligns to GECC 3.1)
5. Describe consumer business behavior.
6. Describe and apply the concepts of marketing segmentation, target marketing, and product positioning.
7. Describe and apply the elements of the marketing mix and explain how they affect customers and organizations.
8. Identify the uses of direct and online marketing. (Aligns to GECC 3.1)
9. Understand the global marketing environment and the strategies for developing a global marketing mix. (Aligns to GECC 5.1)
10. Describe the issues of social responsibility and marketing ethics. (Aligns to GECC 6.1)
11. Describe the components and use of a marketing plan.

### **General Education Career Competencies Addressed in this Exam**

GECC-3: Information Literacy: Locate and evaluate sources to meet an information need.

GECC-5: Global Understanding: Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

GECC-6: Ethical Reasoning: Explain different ethical positions in relation to a problem or issue.

## Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Principles of Marketing examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Introduction to Marketing	10%	14
II. The Marketplace and Consumers	25%	34
III. Marketing Strategy and Mix	45%	61
IV. Global Marketing	10%	7
V. Social Responsibility and Marketing Ethics	5%	14
VI. The Marketing Plan	5%	7
<b>Total</b>	<b>100%</b>	

\*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

### I. Introduction to Marketing

#### 10 PERCENT OF EXAM

##### Armstrong

**Ch. 1, Marketing: Creating and Capturing Customer Value**

**Ch. 2, Company and Marketing Strategy: Partnering to Build Customer Relationships**

#### A. Definitions (Ch. 1)

1. Marketing and markets

2. Customers and value
  - a. Customer needs and wants
  - b. Customer satisfaction
3. Marketing concepts and customer relations
4. Marketing environment
5. Role of marketing in organizations

#### B. Marketing process (Ch. 2)

1. Planning
2. Marketing strategy (for example: portfolio analysis)
3. Marketing mix (product, price, place, and promotion)
4. Market segmentation
5. Target markets
6. Differentiation and positioning
7. Control and evaluation

## II. The Marketplace and Consumers

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**25 PERCENT OF EXAM**

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### Armstrong

**Ch. 3, Analyzing the Marketing Environment**

**Ch. 4, Managing Marketing Information to Gain Customer Insights**

**Ch. 5, Understanding Consumer and Business Buyer Behavior**

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#### A. Factors affecting the marketing environment (Ch. 3)

1. Internal forces
  - a. Company departments
  - b. Suppliers
  - c. Marketing intermediaries
  - d. Customers
  - e. Competitors
  - f. Public groups
2. External forces
  - a. Demographic
  - b. Economic
  - c. Natural/ecological
  - d. Technological
  - e. Political/social/legal
  - f. Cultural

#### B. Marketing information and research (Ch. 4)

1. Assessing information needs
2. Developing information
  - a. Primary data
  - b. Secondary data
  - c. Qualitative research
  - d. Quantitative research
3. Marketing research
  - a. Research approaches
  - b. Contact methods
  - c. Sampling
  - d. Data collection instruments

- e. Analyzing and using marketing information

#### C. Consumer buyer behavior (Ch. 5)

1. Stages of the consumer purchase decision process
  - a. Need recognition
  - b. Information search
  - c. Evaluation of alternatives
  - d. Purchase decision
  - e. Post-purchase behavior
2. Characteristics affecting consumer behavior
  - a. Cultural
  - b. Social
  - c. Personal
  - d. Psychological
3. The adoption process

#### D. Business buyer behavior (Ch. 5)

1. Business markets
  - a. Derived demand
  - b. Inelastic demand
2. Buying situations
  - a. Straight rebuy
  - b. Modified rebuy
  - c. New task
3. Buying center
4. Influences on business buyers
  - a. Environmental
  - b. Organizational
  - c. Interpersonal
  - d. Individual
5. Business buying process
6. Business-to-business e-commerce

### III. Marketing Strategy and Mix

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**45 PERCENT OF EXAM**

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#### Armstrong

- Ch. 6, Customer-Driven Marketing Strategy: Creating Value for Target Customers
- Ch. 7, Products, Services, and Brands: Building Customer Value
- Ch. 8, Developing New Products and Managing the Product Life Cycle
- Ch. 9, Pricing: Understanding and Capturing Customer Value
- Ch. 10, Marketing Channels: Delivering Customer Value
- Ch. 11, Retailing and Wholesaling
- Ch. 12, Communicating Customer Value: Advertising and Public Relations
- Ch. 13, Personal Selling and Sales Promotion
- Ch. 14, Direct, Online, Social Media, and Mobile Marketing

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#### A. Strategy (Ch. 6)

1. Marketing segmentation
  - a. Consumer market segmentation variables
  - b. Business market segmentation
  - c. Requirements for effective segmentation
2. Target marketing
  - a. Undifferentiated marketing
  - b. Differentiated marketing
  - c. Concentrated marketing
  - d. Micro-marketing
3. Positioning
  - a. Perceptual maps
  - b. Competitive advantage
  - c. Value proposition

#### B. Products, services, and brands (Ch. 7)

1. What is a product?
2. Product and service classifications
  - a. Types of consumer products

- b. Types of industrial products
  - c. Organizations, persons, places, and ideas
3. Branding and brand management
  - a. Brand equity
  - b. Brand position
  - c. Brand name
  - d. Brand sponsorship
  - e. Brand development
4. Packaging and labeling
5. Service marketing
  - a. Nature of services
  - b. Marketing strategy for service firms
6. Developing new products (Ch. 8)
  - a. New product development process
  - b. Product life-cycle

#### C. Pricing (Ch. 9)

1. Pricing strategies
2. Pricing decisions
3. New product pricing
4. Market-skimming pricing
5. Market penetration pricing
6. Product mix pricing
7. Price adjustments

#### D. Distribution (place) (Ch. 10)

1. Marketing channels
  - a. How channels add value
  - b. Channel levels
  - c. Channel conflict
  - d. Vertical marketing systems
  - e. Horizontal marketing systems
  - f. Multi-channel marketing systems
2. Logistics and supply chain management
  - a. Logistics functions
  - b. Integrated logistics management
3. Retailing (Ch. 11)
  - a. Types of retailers
  - b. Retailing strategy

- c. Retailing mix
- 4. Wholesaling (Ch. 11)
  - a. Types of wholesalers
  - b. Wholesale strategy
  - c. Wholesale marketing mix
- E. Promotion (Ch. 12)**
  - 1. Promotion mix
  - 2. Integrated marketing communications
  - 3. Promotion mix strategies
    - a. Push strategy
    - b. Pull strategy
  - 4. Advertising
    - a. Objectives
    - b. Budget methods
    - c. Strategy – message and media
    - d. Evaluation
  - 5. Public relations
  - 6. Personal selling (Ch. 13)
    - a. Sales management
    - b. Selling process
  - 7. Sales promotion (Ch. 13)
    - a. Objectives
    - b. Tools
- F. Direct marketing (Ch. 14)**
  - 1. Customer databases
  - 2. Types of direct marketing
- G. Online marketing (Ch. 14)**
  - 1. Business to consumer (B2C)
  - 2. Business to business (B2B)
  - 3. Consumer to consumer (C2C)
  - 4. Consumer to business (C2B)

## IV. Global Marketing

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### 10 PERCENT OF EXAM

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**Armstrong**

**Ch. 15, The Global Marketplace**

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#### A. Global marketing environment

- 1. International trade systems
- 2. Economic environment
- 3. Political and legal environment
- 4. Cultural environment

#### B. Global strategies

- 1. Exporting
- 2. Joint venturing
- 3. Direct investment

#### C. Global marketing mix

## V. Social Responsibility and Marketing Ethics

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### 5 PERCENT OF EXAM

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**Armstrong**

**Ch. 16, Sustainable Marketing: Social Responsibility and Ethics**

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#### A. Sustainable marketing

#### B. Social criticisms of marketing

- 1. Impact on consumers (for example: deceptive practices, planned obsolescence)
- 2. Impact on society (for example: shortages, pollution)
- 3. Impact on other businesses

#### C. Consumer action

- 1. Consumerism
- 2. Environmentalism

#### D. Business action

- 1. Sustainable marketing principles
- 2. Marketing ethics (AMA Code of Ethics)

## **VI. Marketing Plan**

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**5** PERCENT OF EXAM

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### **Armstrong**

**Appendix 2**, Marketing Plan

**Appendix 3**, Marketing by the Numbers

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- A. SWOT analysis
- B. Breakeven analysis

## SECTION THREE

# Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 18–22 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which group is the primary focus of marketing that separates it from other business functions?
  - 1) competitors
  - 2) customers
  - 3) employees
  - 4) suppliers
2. When a company focuses its efforts on fulfilling the needs of a specific group of consumers, it is using which strategy?
  - 1) differentiating
  - 2) implementing
  - 3) positioning
  - 4) targeting
3. Born between 1977 and 2000, these children of the baby boomers are known by what name?
  - 1) generation X
  - 2) generation Y
  - 3) thirteeners
  - 4) baby busters
4. What is a source of secondary data collection?
  - 1) survey research
  - 2) observational research
  - 3) experimental research
  - 4) commercial database research
5. Which characteristic affecting consumer buying behavior includes factors such as age, occupation, lifestyle, and self-concept?
  - 1) cultural
  - 2) personal
  - 3) psychological
  - 4) social
6. Consumer demand for coffee remains the same after a price increase of 20 percent. Which demand curve does this scenario illustrate?
  - 1) derived
  - 2) elastic
  - 3) fluctuating
  - 3) inelastic

7. A company divides buyers into different groups based on consumer knowledge, attitudes, and responses to a product. Which type of segmentation variable is this organization using?
  - 1) behavioral
  - 2) demographic
  - 3) geographic
  - 4) psychographic
8. A shopper wants to know how many calories are in a package of frozen food. The shopper will find this information on which feature of the product?
  - 1) branding
  - 2) label
  - 3) packaging
  - 4) warranty
9. At what stage of the product development process are potential products presented to consumers either symbolically or physically in order to determine whether they would be interested in buying such a product?
  - 1) test marketing
  - 2) idea screening
  - 3) concept testing
  - 4) business analysis
10. Which pricing strategy is best to use when the market is highly price sensitive, production and distribution costs fall as sales increase, and the lower prices serve to keep out the competition?
  - 1) promotional pricing
  - 2) captive market pricing
  - 3) market-skimming pricing
  - 4) market-penetration pricing
11. A customer orders a new lawnmower over the phone from a lawn and garden supply manufacturer. What kind of marketing channel is being used?
  - 1) direct
  - 2) indirect
  - 3) conventional distribution
  - 4) vertical marketing system
12. Owners of Bayside, a small bait and fishing supply store, are deciding how much to spend on advertising in the coming year. They look at how much they expect to have once they deduct projected operating expenses and spending while setting aside a portion of the remaining funds for advertising. What method are they using to determine the advertising budget?
  - 1) affordable
  - 2) competitive-parity
  - 3) objective-and-task
  - 4) percentage-of-sales
13. The marketing department of an organization has established an objective of connecting with carefully targeted individual customers to obtain an immediate response and promote lasting customer relationships. This objective is an example of which promotional activity?
  - 1) advertising
  - 2) direct marketing
  - 3) public relations
  - 4) sales promotions
14. Amazon.com sells a wide variety of products and operates totally on the Internet. What type of company is Amazon.com?
  - 1) click-only
  - 2) click-and-mortar
  - 3) brick-and-mortar
  - 4) business-to-business (B2B)
15. Brazil, Russia, India, and China are referred to as the BRIC countries. Which form of industrial structure do these countries represent?
  - 1) subsistence economy
  - 2) raw material exporting economy
  - 3) emerging economy
  - 4) industrial economy
16. What market entry strategy is best if a company's objectives are to be fully committed to global markets while maximizing control and profit potential?
  - 1) licensing
  - 2) joint ownership
  - 3) direct investment
  - 4) indirect exporting

17. A student is told that the cost to repair a computer is as much as the cost to buy a new computer. What social criticism of marketing does this illustrate?
- 1) unsafe products
  - 2) deceptive practices
  - 3) high-pressure selling
  - 4) planned obsolescence
18. A store features its own line of “green” personal care and beauty products. Its website contains information about its values and a periodic report on the progress of its social campaigns including supporting a regional food bank and an animal shelter. Which type of marketing is the store practicing?
- 1) consumer-oriented
  - 2) customer-value
  - 3) innovative
  - 4) sense-of-mission
19. Ford’s competitor, Toyota, has recently discovered an innovative way to improve its production capability. What component of the SWOT analysis is this to Ford?
- 1) strengths
  - 2) weaknesses
  - 3) opportunities
  - 4) threats
20. In measuring marketing financial performance, which is usually considered a variable cost?
- 1) rent
  - 2) depreciation
  - 3) cost of goods sold
  - 4) managerial salaries

## SECTION FOUR

# Rationales

### 1. (IA1)

- 1) Competitors are other organizations that provide the same market with similar offerings.
- \*2) The primary focus of marketing is a company's customers. Marketing is a process by which companies create value for customers and build strong customer relationships to benefit the organization.
- 3) Employees are internal members of an organization and are not the primary focus of marketing activities.
- 4) Suppliers are groups or individuals that provide the resources needed by a company to produce its goods and services.

### 2. (IB5)

- 1) Differentiating involves distinguishing a company's products or services to create superior customer value.
- 2) Implementing is the process that turns marketing strategies and plans into marketing actions in order to accomplish strategic marketing objectives.
- 3) Positioning is arranging for a product to occupy a clear, distinctive, and desirable place relative to competing products in the minds of target customers.
- \*4) Targeting involves assessing each market segment's appeal and choosing one or more segments to pursue. Companies should target those segments in which they can create the greatest customer value.

### 3. (IIA2a)

- 1) Gen Xers were born between 1965 and 1976.
- \*2) Gen Yers, also known as millennials, were born between 1977 and 2000. This group contains several age cohorts: tweens (age 9–12), teens (13–18), and young adults (19–32). With total purchasing power of more than \$733 billion, the gen Yers are an attractive market.
- 3) Thirteeners is another name for generation X since they are the thirteenth generation born since the US became a nation.
- 4) Baby busters is also another name for generation X.

### 4. (IIB2b)

- 1) Companies employ survey research to learn about people's knowledge, beliefs, and satisfaction. Survey research is a form of primary data collection and is the most extensively used method of collecting data.
- 2) Companies use observational research to view and monitor people as they shop or as they consume products. Observational research is a form of primary data collection.
- 3) Companies use experimental research to identify cause-and-effect relationships. Experiments involve selecting matched groups of people, giving them different treatments, controlling for unrelated factors, and finally checking for differences in group responses. Experimental research is a form of primary data collection.

\*correct answer

- \*4) Companies can use commercial databases to conduct marketing research. These are computerized collections of information about consumer profiles, products, brand preferences, and other variables. Commercial databases contain secondary data that already exist, having been collected for other purposes.

#### 5. (IIC2c)

- 1) Cultural factors are a set of basic values, perceptions, ideas, attitudes, and behaviors learned and shared by members of a group. Characteristics include culture, subculture, and social class.
- \*2) Buyers' decisions are influenced by personal factors such as age and life-cycle, occupation, economic status, lifestyle, and personality and self-concept.
- 3) Psychological factors are choices influenced by motivation, perception, learning and beliefs, and attitudes.
- 4) Social factors influence customer choices through small groups, family and social roles, and status.

#### 6. (IID1b)

- 1) Derived demand is the business demand that results from consumer demand for goods or services. Marketers should closely monitor the buying patterns of consumers to forecast demand.
- 2) Elastic demand occurs when the demand for business goods and services changes considerably when a price change is implemented.
- 2) Fluctuating demand is a result of the demand for business goods and services changing more rapidly than the demand for consumer goods and services. A small percentage increase in consumer demand can cause large increases in business demand.
- \*4) Inelastic demand occurs when the demand for business goods or services is barely influenced by changes in price. In this scenario, consumers are not responsive to the increased price.

#### 7. (IIIA1a)

- \*1) Behavioral segmentation involves dividing a market into segments based on consumer knowledge, attitudes, uses, or responses to a product. Understanding which product features are important to consumers is important because it can lead to new marketing decisions.
- 2) Demographic segmentation variables include age, sex, family size, education, race, and religion. Demographic factors are the most popular basis for consumer segmentation.
- 3) Geographic segmentation involves dividing the market into different geographical divisions including countries, states, cities, regions, and neighborhoods. Companies use geographic data in making decisions about where to market their products or services.
- 4) Psychographic segmentation variables include social class, lifestyle, and personality characteristics. Companies should be aware that consumers in the same demographic group may have very different psychographic characteristics.

#### 8. (IIIB4)

- 1) Branding involves building and managing brands. A brand is a name, term, sign, symbol, or design that identifies the maker or seller of a product or service.
- \*2) A product's label identifies the brand, who made it, where it was made, when it was made, its contents, and uses. The Nutritional Labeling and Educational Act of 1990 requires sellers to provide detailed nutritional information on the labels of food products.
- 3) Packaging is the container or wrapper for a product. Due to increased competition among sellers, packaging now must attract the consumer's attention by describing the product and making the sale.
- 4) A warranty is a guarantee to a buyer by a seller stating that a product is what it claims to be and that it is free of defects or deficiencies. In most cases, the seller will offer to repair or replace a defective product within a given period of time after purchase.

\*correct answer

9. (IIIB6a)

- 1) Test marketing is the stage of the new product development process in which the product and marketing program are tested in realistic market settings.
- 2) Idea screening is the stage of the new product development process in which new product ideas are identified and poor ones are dropped from consideration.
- \*3) Concept testing is the stage of the new product development process in which concepts are presented to consumers in order to determine whether they would be interested in buying such a product.
- 4) Business analysis is the stage of the new product development process in which sales, costs, and profit projections for a potential new product are evaluated.

10. (IIIC3)

- 1) Promotional pricing involves temporarily reducing prices to increase short-run sales. It would not apply in this situation.
- 2) Captive-product pricing occurs when a company makes a product that must be used along with another product.
- 3) Market-skimming pricing involves setting a high price for a new product to maximize revenues and then gradually reducing the price over a period of time. It is not the best strategy in a market that is price sensitive.
- \*4) Market-penetration pricing involves setting a low price for a new product in order to attract large numbers of buyers. In order for this to work, the market must be highly price sensitive, production and distribution costs must fall as sales increase, and the low price must help keep out the competition.

11. (IIID1b)

- \*1) Direct marketing channels have no intermediaries: the company or manufacturer sells directly to the consumer as illustrated by this scenario.
- 2) Indirect channels have one or more intermediaries. In this scenario there are no intermediaries.
- 3) Conventional distribution channels consist of one or more producers, wholesalers, or retailers. Each is an independent business trying to maximize profits.
- 4) Vertical marketing systems consist of producers, wholesalers, or retailers working together. One channel member may own the others or have sufficient power to dominate the channel.

12. (IIIE4b)

- \*1) The affordable method sets the promotional budget at a level that the company thinks it can afford. The exercise Bayside goes through in the question helps them determine how much they can afford to spend on advertising.
- 2) The competitive-parity method sets the promotional budget to match competitors' spending. Bayside is not using competitors' spending to determine their own promotional budget.
- 3) The objective-and-task method sets the promotional budget based on stated promotional objectives. Bayside is looking at what they can afford to determine their advertising budget, not what they hope to achieve with their advertising dollars.
- 4) The percentage-of-sales method sets the promotional budget at a certain percentage of current or forecasted sales, or as a percentage of the unit sales price. Bayside is determining their advertising budget as a percentage of their forecasted profits.

\*correct answer

13. (IIIF)

- 1) Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor.
- \*2) Direct marketing involves direct contact with carefully selected consumers to generate a response such as a sale or request for further information. Forms of direct marketing include face-to-face selling, direct mailing, catalog marketing, TV and radio marketing, and online marketing.
- 3) Public relations builds good relations with the company's various publics by obtaining favorable publicity, building up a good corporate image, and handling or heading off unfavorable rumors, stories, and events.
- 4) Sales promotions are short-term incentives to encourage the purchase or sale of a product or service.

14. (IIIG)

- \*1) Click-only companies operate solely on line without any brick-and-mortar presence. Dot-coms like Amazon sell directly to customers via the Internet.
- 2) Click-and-mortar companies are traditional brick-and-mortar companies that have added online marketing.
- 3) Traditional brick-and-mortar companies sell directly to customers and do not use any online resources to market their goods and services.
- 4) Business-to-business (B2B) companies do not sell to the general public, as Amazon.com does. B2B companies use the websites, e-mail, and other online resources to reach new business customers.

15. (IVA2)

- 1) Subsistence economies are those in which the greater part of a country's population is engaged in agriculture. The people consume most of their output and frequently trade for other simple goods and services. Subsistence economies offer very few market opportunities.
- 2) Raw material exporting economies have one or more abundant natural resources (for example, oil, coffee, minerals) but are poor in other ways. They export most of their natural resources which are their main source of income. These countries prove to be excellent markets for large equipment, trucks, and tools.
- \*3) The BRIC countries include Brazil, Russia, India, and China. These countries have industrial structures known as emerging economies or industrializing economies. They are characterized by escalating manufacturing growth and overall economic development. As manufacturing increases, so does the need for more imports of steel and heavy machinery and fewer imports of textiles, paper products, and automobiles. Emerging economies typically produce a new rich class and a smaller, but expanding middle class.
- 4) Industrial economies are typically major producers and exporters of manufactured goods, services, and investment funds. They trade goods with other industrialized nations and with other types of economies for raw materials and other goods. Industrialized economies generally have a large middle class and they are prosperous markets for many different goods and services.

\*correct answer

#### 16.(IVB3)

- 1) Licensing allows a company to enter into an agreement in a foreign market by purchasing a license to use a company's manufacturing process, trademark, or other company property in exchange for a royalty or fee. The licensee gains information that allows it to start business with a competitive advantage and at low risk.
- 2) Joint ownership involves one company joining with foreign investors to create a local business in which both companies share joint ownership. This is a form of joint venturing and does not represent the amount of commitment, control, and profit potential as direct investment.
- \*3) Direct investment represents the most extensive involvement in a foreign market, because the domestic company invests in and owns a foreign-based assembly or manufacturing facility. Direct investment offers the greatest control and profit potential of all market entry strategies. The main disadvantage is that the company can face many risks such as devalued currency and governmental regulations.
- 4) Indirect exporting allows a company to work through independent international marketing intermediaries. It represents the lowest level of commitment, control, and profit potential.

#### 17. (VB1)

- 1) A social criticism of marketing relates to unsafe products that can be harmful to their user.
- 2) Deceptive practices lead consumers to believe they will get more than they actually do.
- 3) High-pressure selling persuades people to buy goods that they had no thought of buying.
- \*4) Some companies practice planned obsolescence, causing their products to become obsolete or outdated before they should need replacement.

#### 18. (VD1)

- 1) Consumer-oriented marketing is practiced by companies that view and coordinate their marketing activities from the consumer's perspective.
- 2) Customer-value marketing is practiced by companies that apply most of their resources to customer building strategies to promote customer loyalty and create value for customers.
- 3) Innovative marketing is practiced by companies that seek to continuously improve their products and services.
- \*4) Sense-of-mission marketing is practiced by companies that identify their missions in broad social terms rather than product terms. Brands that are linked to social-based missions serve the best interest of the products and the customers. The store in the scenario has as its mission social goals, which in turn may appeal to consumers and move the store forward in achieving its mission.

#### 19. (VIA)

- 1) Strengths are a company's abilities, attributes, resources, or alliances that can help the company reach its objectives.
- 2) Weaknesses are a company's features, deficiencies, shortcomings, or competitive liabilities that may interfere with the company's ability to achieve its objectives.
- 3) Opportunities are external factors or dynamics that a company may use to its advantage in shaping the company's strategy.
- \*4) Threats are external factors or dynamics that could potentially challenge a company's performance, profitability, competitiveness, or growth.

#### 20. (VIB)

- 1) Rent will not vary with production or sales levels and is, therefore, fixed.
- 2) Depreciation expenses do not vary with the production or sales levels and are, therefore, fixed.
- \*3) The more a company sells, the more product they must make or buy. This is a variable cost.
- 4) Managerial salaries do not vary with production or sales levels and are, therefore, fixed.

\*correct answer

## SECTION FIVE

# Taking the Exam

## Registering for Your Exam

### Register Online

[www.excelsior.edu/examregistration](http://www.excelsior.edu/examregistration)

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

### Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

### Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

### Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer

experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: [home.pearsonvue.com/test-taker/security.aspx](http://home.pearsonvue.com/test-taker/security.aspx)

You also will receive a small, erasable whiteboard if you need one.

### Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

### Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option for UExcel exams](#), using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

**NOTE:** English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

# On the Day of Your Exam

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## Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

## Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at [www.excelsior.edu/studentpolicyhandbook](http://www.excelsior.edu/studentpolicyhandbook).

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

## UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

## Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to [examcredit@excelsior.edu](mailto:examcredit@excelsior.edu). Details about the appeals process are in the [Student Handbook](#).

## What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

## Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

## Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill a core requirement for Business degrees or as a free elective for all Excelsior College degree programs that allow for free electives. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

# Principles of Marketing

## Exam Development

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# Sample Grade Report

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Excelsior College  
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:  
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

**Recommended Credit** is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

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**If you need an Excelsior College Official Examinations Transcript** to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website ([www.excelsior.edu](http://www.excelsior.edu)), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."





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