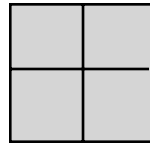


Study Guide for the Florida Teacher Certification Examination

**Business Education 6-12**



FLORIDA DEPARTMENT OF EDUCATION  
[www.fldoe.org](http://www.fldoe.org)

**Second Edition**

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Institute for Instructional Research and Practice  
College of Education  
University of South Florida

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## Contents

<b>1</b>	<b>Test and Study Guide Development</b>	<b>1</b>
<b>2</b>	<b>Preparation for the Test</b>	<b>3</b>
<b>3</b>	<b>Competencies and Skills</b>	<b>5</b>
<b>4</b>	<b>Sources for Review</b>	<b>11</b>
<b>5</b>	<b>Test Format and Sample Questions</b>	<b>19</b>
<b>6</b>	<b>Test-taking Advice</b>	<b>33</b>
<b>7</b>	<b>Additional Information</b>	<b>35</b>
	<b>Acknowledgments</b>	<b>37</b>

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## 1 Test and Study Guide Development

### Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge that is tested on the Business Education 6-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

### Role of the Study Guide

The purpose of this study guide is to help candidates taking the Initial Teacher Subject Area Test in Business Education 6-12 to prepare effectively for the exam. The guide was designed to familiarize prospective test takers with various aspects of the exam, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This study guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

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College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This study guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The list of references is not exhaustive, and the sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



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## 2 Preparation for the Test

The following outline may help you to prepare for the exam. Adapt these suggestions to suit your own study habits and the time you have available for review.

### Overview

- **Look over the organization of the study guide.**

Section 1 discusses the development of the test and study guide. Section 3 presents information about the content of the test. Section 4 contains an annotated bibliography of review sources. Section 5 lists question formats and includes sample test items. Section 6 offers strategies for taking the test. Section 7 identifies sources of further information.

### Self-assessment

- **Decide which content areas you should review.**

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area. It also cross-references each skill with the review sources found in Section 4.

### Research

- **Choose the study resources you need.**

Section 4 lists sources you can use for a quick review, for specialized study, or for extensive test preparation.

### Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

### Practice

- **Acquaint yourself with the format of the exam.**

Section 5 describes types of questions you may find on the exam.

- **Answer sample test questions.**

Section 5 also gives you an opportunity to test yourself with sample test questions and an answer key.

### Final preparation

- **Review test-taking advice.**

Section 6 includes suggestions for improving your performance on the exam.





### 3 Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Business Education 6-12 exam. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The percentage weightings and review sources should help you to organize your review.

The following excerpt illustrates the components of the table:

*Competency* →

Percentage of total test items →

Competency/Skill	%	Review Sources
<b>1 Knowledge of information and technological systems</b>	<b>20%</b>	
1 Identify touch keyboarding techniques.		18, 22, 28
2 Identify standard formats for business documents.		18, 22, 24, 26, 28
3 Identify the purposes, functions, terminology, and common features of word processing, spreadsheet, database, digital publishing, presentation, multimedia software, and communication software.		3, 25, 26, 27
4 Identify the types of networks and their features and uses.		14, 19, 20, 25, 26, 27
5 Identify hardware and software problems.		25, 26, 27
6 Identify telecommunications terminology, processes, and procedures.		14, 19, 20, 25, 26, 27

← *Skill*

← *Review sources*

*Competencies* are areas of content knowledge.

*Skills* identify behaviors that demonstrate the competencies.

*Percentages* indicate the approximate proportion of test items that represent the competencies on the test.

*Review sources* for a particular skill are listed by number. Each number is keyed to a reference listed in Section 4 of this guide.

**Table of Competencies and Skills, Percentages, and Review Sources**

Competency/Skill	%	Review Sources
<b>1 Knowledge of information and technological systems</b>	<b>20%</b>	
<ul style="list-style-type: none"> <li>1 Identify touch keyboarding techniques.</li> <li>2 Identify standard formats for business documents.</li> <li>3 Identify the purposes, functions, terminology, and common features of word processing, spreadsheet, database, digital publishing, presentation, multimedia software, and communication software.</li> <li>4 Identify the types of networks and their features and uses.</li> <li>5 Identify hardware and software problems.</li> <li>6 Identify telecommunications terminology, processes, and procedures.</li> <li>7 Demonstrate knowledge of legal and ethical practices as they relate to information and technological systems.</li> <li>8 Identify current programming languages.</li> <li>9 Select application software appropriate for specific tasks.</li> </ul>		<ul style="list-style-type: none"> <li>18, 22, 28</li> <li>18, 22, 24, 26, 28</li> <li>3, 25, 26, 27</li> <li>14, 19, 20, 25, 26, 27</li> <li>25, 26, 27</li> <li>14, 19, 20, 25, 26, 27</li> <li>3, 14, 20, 25, 26</li> <li>25, 26</li> <li>3, 25, 26, 27</li> </ul>
<b>2 Knowledge of business communications</b>	<b>15%</b>	
<ul style="list-style-type: none"> <li>1 Identify resources used for researching business information.</li> <li>2 Identify the rules for standard grammar and punctuation usage.</li> <li>3 Select and organize the content of business documents.</li> <li>4 Demonstrate knowledge of verbal and nonverbal communications.</li> <li>5 Demonstrate knowledge of effective internal and external communications.</li> </ul>		<ul style="list-style-type: none"> <li>10, 12, 20</li> <li>24</li> <li>3, 20, 24</li> <li>3, 20</li> <li>3, 20</li> </ul>
<b>3 Knowledge of administrative office systems</b>	<b>10%</b>	
<ul style="list-style-type: none"> <li>1 Identify rules and procedures of records management.</li> <li>2 Identify appropriate mail-handling procedures.</li> <li>3 Identify reprographics terminology and processes.</li> </ul>		<ul style="list-style-type: none"> <li>3, 13, 19, 20</li> <li>19, 20</li> <li>19, 20</li> </ul>

<b>Competency/Skill</b>	<b>%</b>	<b>Review Sources</b>
4 Identify health and safety issues in the workplace. 5 Identify characteristics of professional business behavior. 6. Select appropriate administrative office procedures.		1, 6, 19, 20 3, 6, 13, 19, 20 19, 20
<b>4 Knowledge of accounting</b>	<b>10%</b>	
1 Identify accounting concepts, terminology, and procedures. 2 Interpret and use financial data. 3 Solve business mathematics problems. 4 Distinguish between manual and computerized accounting.		13, 15, 16, 23 15, 16, 20, 23 13, 15, 16, 23 16, 23
<b>5 Knowledge of business management</b>	<b>10%</b>	
1 Identify management theories, functions, and procedures. 2 Identify leadership and management styles. 3 Determine organizational structure, functions, and responsibilities. 4 Identify strategies to address workplace issues. 5 Identify human resource management approaches. 6 Analyze the impact of government regulations. 7 Analyze financial data to make short-term and long-term decisions. 8 Distinguish among various marketing strategies. 9 Differentiate among the types of business ownership. 10 Identify the characteristics of entrepreneurship. 11 Identify the process of starting and maintaining a business.		5, 11, 19 11, 19 5, 11, 13, 19 5, 11, 13, 19 11, 13, 19 5, 11, 13 11, 13 11, 13 11, 13, 15 5, 11, 13 5, 13
<b>6 Knowledge of financial management</b>	<b>5%</b>	
1 Identify money management strategies. 2 Identify the role of credit in the U.S. economy. 3 Identify financial services and institutions. 4 Identify the impact of customer service on business.		5, 17 5, 11, 17 5, 8, 11, 17 5, 8, 13, 17

**Table of Competencies and Skills, Percentages, and Review Sources**

Competency/Skill	%	Review Sources
5 Apply problem-solving skills and pertinent knowledge to customer decisions.		11, 17, 19
<b>7 Knowledge of business law</b>	<b>5%</b>	
1 Identify and interpret common legal processes, procedures, and documents. 2 Identify the major types of laws and distinguish among them. 3 Demonstrate knowledge of federal, state, and local statutes. 4 Assess organized labor strategies and the legal impact of organized labor.		1, 6 1, 6 1, 6 1, 6
<b>8 Knowledge of foundations, teaching methods, and professional development</b>	<b>15%</b>	
1 Demonstrate knowledge of trends and issues affecting business technology education. 2 Demonstrate knowledge of curriculum planning and development in business technology education. 3 Demonstrate knowledge of strategies for developing and cultivating business partnerships. 4 Demonstrate knowledge of instructional and interpersonal skills that assist students in interacting constructively with others. 5 Demonstrate knowledge of effective lesson presentation and assessment techniques. 6 Identify professional publications and organizations. 7 Demonstrate knowledge of business technology education student organizations. 8 Demonstrate knowledge of online and off-line support and resources. 9 Distinguish among types of ancillary materials and relate each to specific teaching goals. 10 Identify criteria for evaluating resource materials such as software, textbooks, and audio-visuals.		7, 21 7, 12, 21 7, 21 7, 20, 21 7, 21 7, 21 7, 21 7, 21, 25 7, 21 7, 21, 25

<b>Competency/Skill</b>	<b>%</b>	<b>Review Sources</b>
<b>9 Knowledge of international business</b>	<b>5%</b>	
1 Apply communication strategies for international business relations.		4, 5, 9, 11
2 Identify the role and impact of international business activities on local economies.		4, 5, 9, 11
3 Identify the social, cultural, political, legal, and economic factors that shape and impact the international business environment.		4, 5, 6, 9, 11
4 Analyze the consequences of international government regulations.		4, 5, 9, 11
5 Identify issues in the international financial arena.		4, 5, 9, 11
6 Distinguish among various international marketing strategies.		4, 5, 9, 11
<b>10 Knowledge of career development</b>	<b>5%</b>	
1 Identify personal career management strategies and employability skills on a national and international level.		2, 3, 5, 20, 21
2 Demonstrate knowledge of workplace trends and issues.		21





## 4 Sources for Review

The annotated bibliography that follows includes basic references that test candidates may use to prepare for the exam. These sources provide a framework for review of subject area knowledge learned through books, course work, and practical experience. The references have been coded to the table of competencies and skills, percentages, and review sources in Section 3 of this guide.

Committees of content consultants compiled the bibliography to address the entire range of competencies and skills on the exam. The consultants selected references that provide relevant material, giving preference to sources that are available in college bookstores and libraries.

This bibliography is representative of sources that can be used to prepare for the exam. The Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

- 1 **Adamson, J. E., & Mietus, N. J.** (2000). *Law for business and personal use* (15th ed.). Cincinnati, OH: South-Western.  
Discusses the fundamental design of the legal system and laws that govern sales and other forms of contracts, including property, employment, business organizations, and financial transactions.
- 2 **Barksdale, K., & Rutter, M.** (1999). *Corporate view*. Cincinnati, OH: South-Western.  
Provides a workplace simulation that illustrates the effective use of computer technology in a business environment. Includes an Intranet.
- 3 **Barrett, C., Kimbrell, G., & Odgers, P.** (1998). *Office skills: The finishing touch* (2nd ed.). Cincinnati, OH: South-Western.  
Contains information on skills needed for working in an office, including information processing, telephone procedures, record keeping, basic communications, mathematics skills, decision making, and problem solving.

- 
- 4 **Beamish, P. W., Morrison, A., & Rosenzweig, P. M.** (1997). *International management: Text and cases* (3rd ed.). Burr Ridge, IL: Irwin.

Presents a detailed outlook on the global business environment. Covers topics relevant to world trade, managing export operations, licensing, joint ventures management, and organizational structures.
  - 5 **Brown, B. J., & Clow, J. E.** (1997). *Introduction to business: Our business and economic world*. Westerville, OH: Glencoe/McGraw-Hill.

Discusses economic issues from a private, national, and international perspective. Examines the private enterprise system, the dynamics of business in a changing world, entrepreneurship and small business, government and business regulations and interaction, international business, financial institutions and consumers in the global economy, and careers in business.
  - 6 **Brown, G. W., & Sukys, P. A.** (1998). *Understanding business and personal law*. (10th ed.). Woodland Hills, CA: Glencoe/McGraw-Hill.

Covers business law, including federal, state, and local statutes, and relevant topics in personal law. Discusses labor strategies, union issues, and the legal impact of organized labor.
  - 7 **Calhoun, C. C., & Robinson, B. W.** (1995). *Managing the learning process in business education*. Birmingham, AL: Colonial Press.

Provides a comprehensive treatment of basic methods, techniques, and knowledge necessary to teach business education. Offers strategies for individualizing instruction in a variety of business subjects. Updated periodically.
  - 8 **Center on Education Employment.** (1995). *Financial management assistant*. Columbus, OH: Ohio State University (ERIC Document Reproduction Service No. ED 387632).

Contains units on financial services and institutions and the impact of customer service on business. Covers employability skills, general accounting functions, business law, computer operations, professionalism, and professional/ethical standards.

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- 9 **Dlabay, S.** (1996). *Business in a global economy*. Cincinnati, OH: South-Western.

Discusses the vision and skills necessary to become a successful employee in the global economy. Covers international business, structures of international business organizations, and marketing in a global economy.
  - 10 **Educational Resources Information Center (ERIC).** (Online). <http://www.accesseric.org> [2000, April 18].

An educational, informational Internet site listing resources for abstracts and descriptors of articles, journals, and publications.
  - 11 **Everard, B.** (1996). *Business principles and management*. Cincinnati, OH: South-Western.

Covers the knowledge needed to manage and operate a business, including finance, marketing, communications, and human resources. Includes business and its environment, forms of business ownership and the law, information and communication systems, and management responsibilities.
  - 12 **Florida Information Resource Network (FIRN).** (Online). <http://www.firn.edu/> [2000, April 18].

An online resource with links to a wide variety of educational resources, including the Florida Department of Education, Florida schools, and Florida educational organizations. Lists instructional resources, including the Sunshine State Standards, curriculum planning activities, the Standards of Conduct, teaching strategies, best practices, instructional materials information, and employment in Florida.
  - 13 **Green, C. L.** (2000). *Entrepreneurship: Ideas in action*. Cincinnati, OH: South-Western.

Covers the entire process of owning a business, including discussing entrepreneurship in a market economy; types of ownership; finance; human resources; technology; legal, ethical, and social obligations; marketing; developing a business; and record keeping.

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- 14 **Greenlaw, R., & Hepp, E.** (1999). *In-line/on-line: Fundamentals of the Internet and the World Wide Web*. Boston: WCB/McGraw-Hill.  
Provides an in-depth overview of the Internet and World Wide Web, including Web terminology, search engines, electronic mail, HTML formatting, telecommunications, networks, Web presentations, Web graphics, electronic publishing, JavaScript, and security and copyright issues involving computers.
- 15 **Guerrieri, D. J., Haber, E. B., Hoyt, W. B., & Turner, R. E.** (2000). *Glencoe accounting real-world applications & connections: Advanced*. Woodland Hills, CA: Glencoe/McGraw-Hill.  
Discusses basic principles and advanced concepts of bookkeeping and accounting and the use of applications and computerized accounting.
- 16 **Guerrieri, D. J., Haber, E. B., Hoyt, W. B., & Turner, R. E.** (2000). *Glencoe accounting real-world applications & connections: First-year course*. Woodland Hills, CA: Glencoe/McGraw-Hill.  
Provides extensive coverage of the accounting cycle, including accounting for assets, liabilities, and equity; understanding business information; accounting for other forms of organizations; special accounting systems; and accounting for business decisions.
- 17 **Lowe, R. E., Majouf, C., & Jacobson, A.** (1997). *Consumer education and economics*. Woodland Hills, CA: Glencoe/McGraw-Hill.  
Covers all aspects of financial management. Focuses on specific consumer issues, such as money management, credit, and financial services and institutions.
- 18 **Mitchell, W. M., Kapper, R. G., Mach, K. A., & LaBarre, J. E.** (2000). *Paradigm keyboarding applications: Sessions 1-60* (4th ed.). St. Paul, MN: EMC/Paradigm.  
Provides instruction in developing basic keyboarding skills and using word processing features.
- 19 **Odgers, P., & Keeling, B. L.** (2000). *Administrative office management*. Cincinnati, OH: South-Western.  
Provides up-to-date information on issues and trends pertaining to managerial and supervisory skills. Topics include identifying basic concepts and trends through technology; practicing leadership, communication, and problem-solving skills; business ethics; and safety issues in the workplace.

- 
- 20 **Oliverio, M. E., Pasewark, W. R., & White B. R.** (1998). *The office: Procedures and technology* (3rd ed.). Cincinnati, OH: South-Western.

Provides a comprehensive overview of office procedures, concepts, and practices. Covers verbal and nonverbal communication, records management, processing of business documents, personal career management strategies, and employability skills using technology.

- 21 **Perreault, H.** (1996). *Classroom Strategies: The methodology of business education. National Business Education Yearbook No. 34.*

Addresses issues related to the changing needs of business and provides multiple examples of successful education programs. Discusses the skills teachers need in secondary and postsecondary education and offers an overview of learning principles and an explanation of authentic assessment. Includes a wealth of ideas, resources, and teaching strategies dealing with change, international business, ethics, workplace readiness, applied academics, team building, and problem solving, as challenged by the SCNS report.

- 22 **Robinson, J. W., Hoggatt, J. P., Shank, J. A., Beaumont, L. R., Crawford, T. J., & Erickson, L. W.** (2000). *Century 21 keyboarding & information processing* (6th ed.). Cincinnati, OH: South-Western.

Teaches keyboarding and general word processing skills and presents an overview of computer operating systems. Provides opportunities for collaboration to resolve ethical, global awareness, and cultural diversity issues.

- 23 **Ross, K. E., Gilbertson, C. B., Lehman, M. W., & Hanson, R. D.** (2000). *Century 21 accounting: General journal approach* (7th ed.). Cincinnati, OH: South-Western.

Covers accounting concepts, terminology, and procedures with discussion on interpreting and using financial data. Presents business mathematics problems and distinguishes between manual and computerized accounting.

- 24 **Sabin, W. A.** (1996) *The Gregg reference manual*. NY: Glencoe/McGraw-Hill.

A reference manual that includes mechanics, such as punctuation, capitalization, spelling, and grammar; techniques and formats of letters and reports; and references.

- 
- 25 **Shelly, G. B., & Cashman, G.** (1999). *Teachers discovering computers: A link to the future*. Cambridge, MA: Course Technology.

A comprehensive overview of computer technology in education that covers communication, networks, the Internet, software applications for education, hardware applications in education, using multimedia in education, integrating educational technology in curriculum and technology, and security and safety issues. Provides a solid understanding of current technology issues and discusses emerging technologies. Includes a guide to state and federal governmental education World Wide Web sites.

- 26 **Shepherd, R. D.** (1995). *Introduction to computers and technology*. St. Paul, MN: Paradigm.

An overview of the development of computer technology, including discussion on computer hardware, software, operating systems, specialized applications, networking, the Internet, and policy implications for the future.

- 27 **Shepherd, R. D.** (1998). *Computer concepts*. St. Paul, MN: Paradigm.

Discusses computer hardware, software, operating systems, application programs, networking, telecommunications via modem, and the Internet.

- 28 **Sherron, J. E., & Sherron, R. H.** (1996). *EMC keyboarding and applications*. St. Paul, MN: EMC.

A comprehensive text on keyboarding, including lessons on using the keyboard, word processing, and the writing process.

### **Additional Resources**

The following resources contain useful information relating to this subject area but are not necessary for use in preparing for the test.

*Business Education Index*  
*Business Education Forum*  
*Delta Pi Epsilon Journal*  
*Journal of Education for Business*  
*Keying In*  
*NABTE Review*

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### **Suggested Online Resources**

Business Professionals of America (BPA): <http://www.bpa.org/>

Provides information about this national student organization, including history and the most current information.

Florida Business Technology Education Association (FBTEA): <http://www.fbtea.org>

Contains documents on state and national business education standards, lists Internet sites that are helpful for business technology educators, and provides membership information.

Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL): <http://www.fbla-pbl.org/>

Presents information about this national secondary and postsecondary student organization, including answering frequently asked questions, listing publications, discussing education and programs, and providing information on current issues.

International Society for Business Education (ISBE): <http://www.bminet.com/siec>

Provides information about the organization and its publications. Membership is available to business education teachers through the National Business Education Association.

National Business Education Association (NBEA) Online: <http://www.nbea.org/>

Discusses programs and services that enhance professional growth and development, offering an opportunity to stay current with changing skills required in the business world, and with legislative advocacy on national, state, and local issues. Information is also provided on international business issues and networking with peers.





## 5 Test Format and Sample Questions

The Business Education 6-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

**Table of Question Formats**

Type of question	Sample item
<b>Direct question</b> Choose the response option that best answers the question.	Item 2, page 21
<b>Sentence completion</b> Select the response option that best completes the sentence.	Item 8, page 22
<b>Command</b> Select the best response option.	Item 30, page 29
<b>Scenario</b> Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Item 1, page 21
<b>Word problem</b> Apply mathematical principles to solve a real-world problem.	Item 15, page 24
<b>Graphics</b> Examine a chart, graph, or diagram and select the response option that best answers the question.	Item 17, page 25

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## **Sample Items**

The following items represent both the form and content of questions you will encounter on the exam. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual exam questions. However, these items will acquaint you with the general format of the exam.

An answer key follows on page 32.

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**DIRECTIONS: Read each item and select the best response.**

- 1. A student consistently submits timed writings that contain errors similar to those shown below.**

**The manager recieved the report with the notation that the fefigures are encorrect on the last pagi.**

**The teacher wants to give the student drills that will help with the specific problems the student is having. The teacher should give the student**

- A. adjacent-key drills.
  - B. difficult-reach drills.
  - C. down-reach stroking drills.
  - D. speed-building drills.
- 2. Which of the following would be the last item to be placed within a business letter?**
- A. closing
  - B. enclosure notation
  - C. reference initials
  - D. signature line
- 3. Which type of program is most efficient to use in projecting sales volume for a fiscal period?**
- A. database
  - B. communication
  - C. spreadsheet
  - D. word processing
- 4. A business education teacher is designing a lab to permit student access to a networked classroom scanner, printer, and modem. Which network would be most appropriate?**
- A. LAN
  - B. WAN
  - C. intranet
  - D. Internet

- 
- 
- 5. Which of the following is a telecommunications tool?**
- A. database
  - B. modem
  - C. spreadsheet
  - D. word processor
- 6. Which of the following situations is legal under copyright law?**
- A. permitting students to copy public domain software
  - B. making a copy of the science teacher's new computer grade book software
  - C. permitting one student to copy a software publisher's new spreadsheet program
  - D. allowing the administrative office at the school to copy new word processing software
- 7. Which of the following computer languages was designed for business usage?**
- A. BASIC
  - B. COBOL
  - C. FORTRAN
  - D. JAVA
- 8. Digital publishing software would be most appropriate for creating**
- A. business letters.
  - B. charts.
  - C. newsletters.
  - D. company files.

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**9. Where should supplementary information be placed in a business report?**

- A. appendix
- B. bibliography
- C. footnote
- D. subsection

**10. A customer calls to speak with the company's manager, who is in a meeting and does not want to be interrupted. Which of the following is the most appropriate manner to handle this call?**

- A. Determine the caller's identity and inform the caller that the manager is unavailable.
- B. Determine the caller's identity and inform the caller that the manager is meeting with the president and cannot be interrupted.
- C. Inform the caller that the manager is unavailable, determine the caller's identity, and offer to take a message or connect the caller to the manager's voice mail.
- D. Ask the caller to contact the manager tomorrow.

**11. A memorandum is a business document**

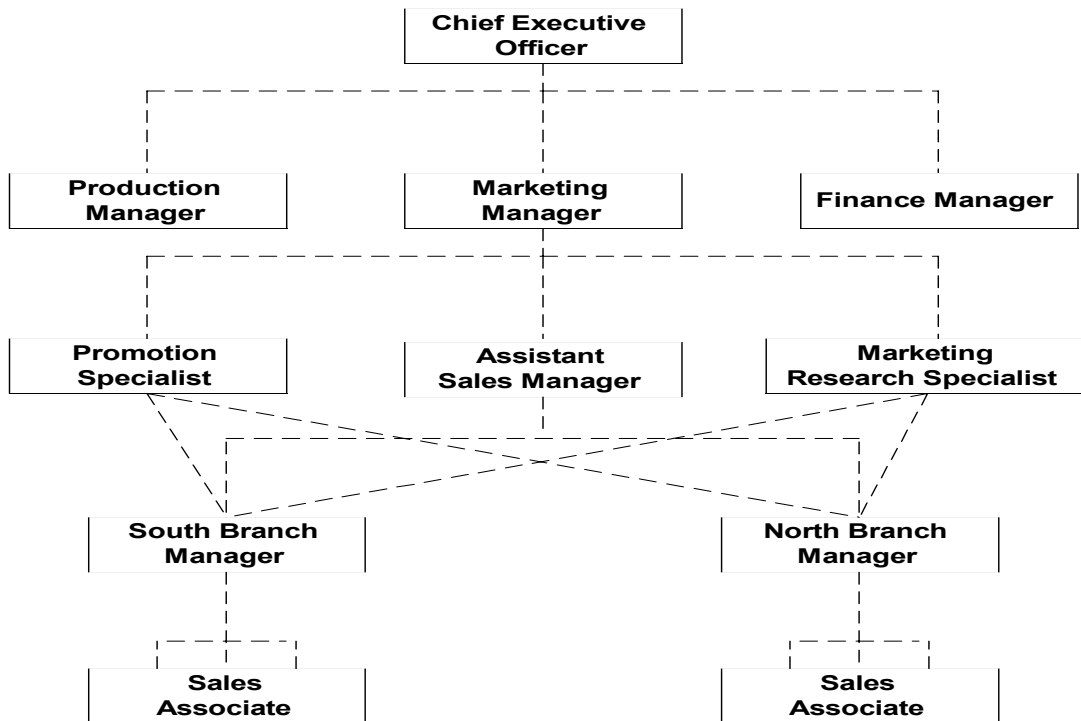
- A. primarily used to communicate within an organization.
- B. that contains all parts used in a business letter.
- C. considered to be more formal than a typical business letter.
- D. that requires a signature line.

**12. Given a case of sexual harassment in an office situation, the appropriate organization to contact is the**

- A. AAUW.
- B. EEOC.
- C. NBEA.
- D. OSHA.

- 
- 
- 13. A receptionist is answering a multiline telephone system. Which procedure would be most effective for handling three incoming calls at one time?**
- A. Answer line 1 and assist the caller to completion, allowing the other lines to continue ringing.
  - B. Starting with line 1, answer the call and politely ask the caller to hold. Do the same with lines 2 and 3, then move back to line 1 and assist the callers in order.
  - C. Starting with line 1, answer the call, politely ask the caller to hold, and then do the same with line 2. When answering line 3, assist the caller to completion, then move back to line 1.
  - D. Answer line 1 and politely ask the caller to hold; then go to lines 2 and 3 and request each name and number in order to return those calls.
- 14. Which term identifies the process that occurs when an accountant analyzes a source document and makes an original entry?**
- A. balancing
  - B. footing
  - C. journalizing
  - D. posting
- 15. How much interest would be due on a loan of \$2500 at 11½% for 3 months?**
- A. \$ 7.19
  - B. \$ 71.88
  - C. \$287.50
  - D. \$719.80
- 16. What are four functions of management?**
- A. administrating, organizing, expediting, and controlling
  - B. hiring, firing, creating, and distributing
  - C. personalizing, financing, scheduling, and facilitating
  - D. planning, organizing, leading, and controlling

17.



The above illustration is an example of which type of organizational chart?

- A. line organization
- B. line and staff organization
- C. project organization
- D. staff organization

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18.

**Balance Sheet**

**Assets**

Cash	\$15,500	
Accounts Receivable		1,200
Inventory		6,300
Supplies		700
Equipment		1,000
Land and Building		50,000
<b>Total Assets</b>		<b><u>\$74,000</u></b>

**Liabilities**

Accounts Payable	\$ 4,800	
Notes Payable		6,300
Mortgage Payable		7,000
<b>Total Liabilities</b>		<b><u>\$18,100</u></b>

**Capital**

Bill Smith	\$55,900	
<b>Total Liabilities and Capital</b>		<b><u>\$74,000</u></b>

**Assuming that a company has collected all outstanding receivables, analyze the above balance sheet to determine which strategy would most likely increase capital.**

- A. increasing sales
- B. increasing facilities
- C. increasing accounts payable
- D. increasing inventory

**19. Which form of business ownership typically has the shortest life span?**

- A. corporation
- B. mutual agency
- C. partnership
- D. sole proprietorship

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**20. Pauline Lott decides to start her own business. She plans to use her personal savings as start-up capital and will be responsible for all activities of the business. What type of business organization describes this new business?**

- A. general partnership
- B. limited partnership
- C. corporation
- D. sole proprietorship

**21. After a business idea has been conceived and written, the next logical step in the planning process is to**

- A. lease a site.
- B. conduct a market analysis.
- C. determine legal requirements.
- D. purchase equipment and supplies.

**22. Which of the following is the best policy to enhance customer service in business?**

- A. assuming the customer is always right
- B. selling merchandise at retail price
- C. using "bait and switch" advertising
- D. hiring friendly, knowledgeable employees

**23. Law based on custom and shared throughout a state or country is referred to as**

- A. administrative law.
- B. common law.
- C. constitutional law.
- D. legislative law.

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**24. Which of the following acts recognized business education as an integral part of vocational education?**

- A. 1917, Smith Hugh Act
- B. 1939, George Deen Act
- C. 1946, George Barden Act
- D. 1963, Vocational Education Act

**25. A contract between an employer and a union covering all issues related to employment is a(an)**

- A. collective bargaining agreement.
- B. employment-at-will agreement.
- C. implied covenant.
- D. right-to-work agreement.

**26. The primary role of business partnerships with a business technology education department is to**

- A. extend learning beyond the classroom.
- B. provide community service for the partner's employees.
- C. be visible in the school.
- D. serve as a replacement/substitute for the classroom teacher.

**27. An administrative assistant replaces a receptionist during lunch. The receptionist consistently returns from lunch 15 minutes late, delaying the start and end of the assistant's lunch hour. To maintain harmony and fairness in the office, the assistant's best approach is to**

- A. inform the supervisor that she is returning late because she left late.
- B. ask another person to take over and leave as scheduled.
- C. explain to the receptionist that his/her late return causes her late return.
- D. discuss the situation with the other office workers for a solution.

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**28. Which of the following organizations is the nation's largest professional organization devoted exclusively to serving individuals and groups engaged in teaching business education?**

- A. BPA
- B. FBLA
- C. ISBE
- D. NBEA

**29. *Tomorrow's Business Leader* is a publication of**

- A. BPA.
- B. FBLA.
- C. ISBE.
- D. NBEA.

**30. Mr. Figueroa has been asked to develop a thematic approach to teaching an applied curriculum. The new curriculum will be used as the foundation for instructional delivery in the new career academy at his high school.**

**Select the best source for Mr. Figueroa to gather research information on thematic learning.**

- A. U. S. Department of Education
- B. local curriculum and instruction specialist
- C. online search engines via the Internet
- D. professional business education journals

**31. A teacher plans to present a lesson on how to develop personal interview skills. Which would be the most effective instructional resources?**

- A. lectures
- B. software packages
- C. textbooks
- D. videotapes

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- 32. Ahmad and Phil own a business in Florida and plan to expand it to several South American markets. Their first business meeting is in Argentina next week. When communicating with their potential international customers, Ahmad and Phil should do all of the following EXCEPT**
- A. speak slowly.
  - B. enunciate words clearly.
  - C. learn several Spanish words and phrases.
  - D. speak loudly.
- 33. A trade bloc is an arrangement between two or more countries to**
- A. maintain a common wage rate.
  - B. create a greater sense of cultural awareness.
  - C. impose trade barriers to countries that are not a part of the trade bloc.
  - D. increase the exporting of goods while controlling the importing of goods among countries within the trade bloc.
- 34. Organizations often employ goal setting as a time management technique. Which attribute would be indicative of an effective goal?**
- A. A goal should be set unrealistically high in order to encourage hard work.
  - B. A goal should be vague enough to provide many opportunities to achieve it.
  - C. A goal should have a deadline to determine when it has been accomplished.
  - D. A goal should be rigid so there will be no alteration of the intended outcome.



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### Answer Key

1. A	13. B	25. A
2. B	14. C	26. A
3. C	15. B	27. C
4. A	16. D	28. D
5. B	17. B	29. B
6. A	18. A	30. C
7. B	19. D	31. D
8. C	20. D	32. D
9. A	21. B	33. C
10. C	22. D	34. C
11. A	23. B	
12. B	24. D	



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## 6 Test-taking Advice

- Go into the exam prepared, alert, and well-rested.
- Complete your travel arrangements prior to the exam date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in “Identification Policy”
  - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
- Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
- Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
- When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
- After completing the exam, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





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**7 Additional Information**

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>





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051