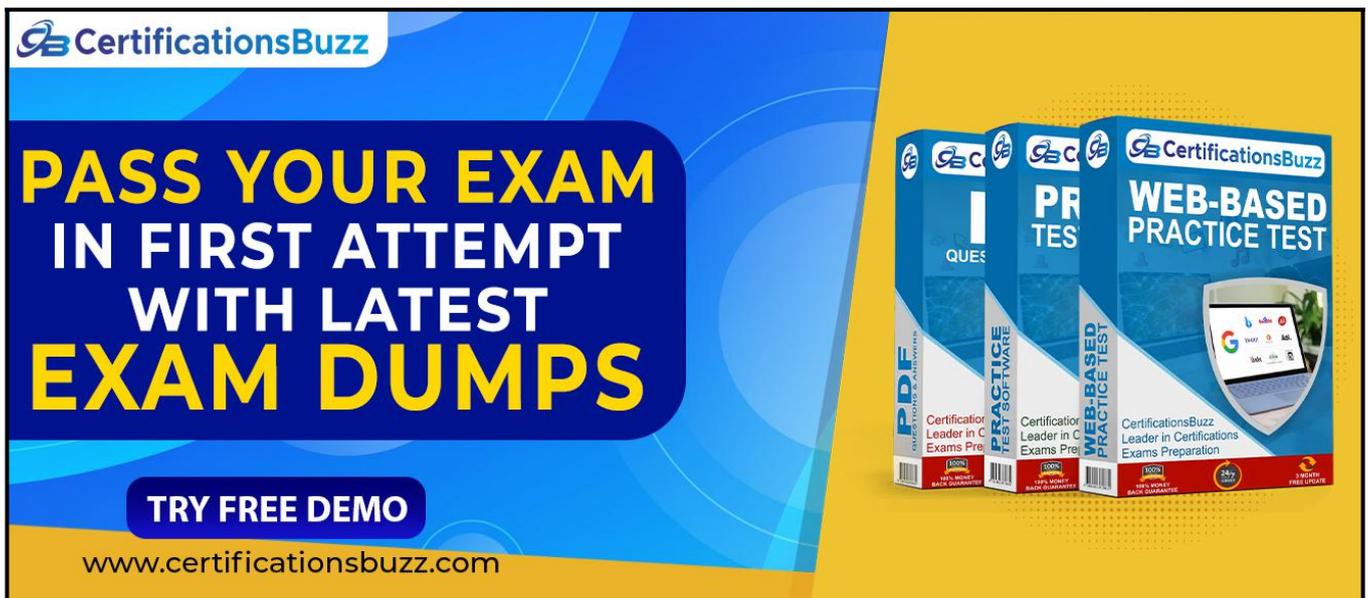


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Question No. 1

You teach political science to a class of 20 students. The students are 17 years old. Your school has a computer lab that has access to the Internet.

Your government has an election.

You create a lesson that requires the students to spend the entire day of the election analyzing the election results as they are announced.

You reserve the computer lab for the activity.

You want to ensure that the students can continuously record the election results. The solution must also ensure that the students see the changes to the political map as the results come in.

What should you do?

- **A.** Have the students input the election results to a spreadsheet application and create charts to present the results.
- **B.** Have the students use a word processing application to create a table that presents the election results.
- **C.** Have the students use a spreadsheet application to build a model presenting the election results.
- **D.** Have the students use a spreadsheet application to import charts from the political parties' Web sites, and then export the charts to a presentation.

Answer: C

Question No. 2

You are an environmental education teacher.

Your students are doing a collaborative project with students from another country using Information and Communication Technology (ICT).

You create an activity that requires your students to use presentation software to display pictures and videos of local birds. The students will then email the presentation to the foreign students.

You discover that the file size of the presentation exceeds the size limit set by your email provider.

You want to ensure that the students can send the presentation by email.

What should you advise the students to do?

- **A.** In the presentation, reduce the font sizes and deactivate the custom animations.
- **B.** Remove the pictures and the videos from the presentation.
- **C.** Convert the presentation file to a bitmap image.
- **D.** Compress the video files and the pictures before inserting them into the presentation.

Answer: D

Question No. 3

You are preparing to teach the second mathematics lesson.

Which two tasks should you perform to ensure that the students benefit most from working in the computer lab? (Each correct answer presents part of the solution. Choose two.)

This item is part of a case study. To view the case study information, click on the Case Study button below.

- **A.** Verify that the Internet connection is only available on the teacher's computer.
- **B.** Verify that the printer has enough paper.
- **C.** Ensure that the data projector works.
- **D.** Verify that the computers have the appropriate software installed.
- **E.** Ensure that the USB drives have free space available.

Answer: C, D

Question No. 4

The students recently started using the film editing software.

You want to ensure that the students benefit as much as possible from the filmmaker's visit.

What should you do?

This item is part of a case study. To view the case study information, click on the Case Study button below.

- **A.** Schedule the filmmaker to present a one-hour lecture to the entire class.
- **B.** Schedule each student to individually ask the filmmaker questions.
- **C.** Have each student email you a list of questions before the visit.
- **D.** Have the students use a wiki to collaborate on a list of questions for the filmmaker.

Answer: D

Question No. 5

At the beginning of the second mathematics lesson, you want to engage students and remind them of the learning objectives.

What should you use?

This item is part of a case study. To view the case study information, click on the Case Study button below.

- **A.** a presentation that models the learning outcome
- **B.** an audio recording that defines symmetry
- **C.** a graphics application that displays symmetrical objects
- **D.** a printed handout that contains an outline of the learning objectives

Answer: C

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