

# Sample Exam – Answers

Sample Exam set A  
Version 1.4

## ISTQB® Test Manager Syllabus Advanced Level

Compatible with Syllabus version 2012

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International Software Testing Qualifications Board

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## Document Responsibility

The ISTQB® Examination Working Group is responsible for this document.

## Acknowledgements

This document was produced by a core team from the ISTQB®: Exam Working Group

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This document is maintained by a core team from ISTQB® consisting of the Syllabus Working Group and Exam Working Group.

## Revision History

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| Version | Date               | Remarks  |
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| 1.4     | April 27, 2023     | Bump of version to follow Question document  |
| 1.3.1   | June 3, 2021       | Update of Copyright Notice   |
| 1.3     | September 25, 2018 | Split of document into Questions and Answers<br>Randomize answer order<br>Refactor layout on Sample Exam Template<br>Correcting of Pick-N type questions |
| 1.02    | [Unknown]          | [Unknown]  |
| 1.01    | March 15, 2013     | Version for release  |
| 1.00    | October 19, 2012   | Version for voting   |

# Table of Contents

|                                |    |
|--------------------------------|----|
| Copyright Notice .....         | 2  |
| Document Responsibility .....  | 2  |
| Acknowledgements .....         | 2  |
| Revision History .....         | 3  |
| Table of Contents .....        | 4  |
| Introduction .....             | 6  |
| Purpose of this document ..... | 6  |
| Instructions .....             | 6  |
| Answer Key .....               | 7  |
| Answers .....                  | 8  |
| 1 .....                        | 8  |
| 2 .....                        | 8  |
| 3 .....                        | 8  |
| 4 .....                        | 9  |
| 5 .....                        | 9  |
| 6 .....                        | 9  |
| 7 .....                        | 9  |
| 8 .....                        | 10 |
| 9 .....                        | 10 |
| 10 .....                       | 10 |
| 11 .....                       | 11 |
| 12 .....                       | 11 |
| 13 .....                       | 11 |
| 14 .....                       | 12 |
| 15 .....                       | 12 |
| 16 .....                       | 12 |
| 17 .....                       | 13 |
| 18 .....                       | 13 |
| 19 .....                       | 13 |
| 20 .....                       | 14 |
| 21 .....                       | 14 |
| 22 .....                       | 14 |
| 23 .....                       | 15 |
| 24 .....                       | 15 |
| 25 .....                       | 15 |
| 26 .....                       | 15 |
| 27 .....                       | 16 |
| 28 .....                       | 16 |
| 29 .....                       | 16 |
| 30 .....                       | 17 |
| 31 .....                       | 17 |
| 32 .....                       | 17 |
| 33 .....                       | 18 |
| 34 .....                       | 18 |
| 35 .....                       | 18 |
| 36 .....                       | 19 |
| 37 .....                       | 19 |
| 38 .....                       | 19 |
| 39 .....                       | 20 |
| 40 .....                       | 20 |
| 41 .....                       | 20 |
| 42 .....                       | 20 |
| 43 .....                       | 21 |

|          |    |
|----------|----|
| 44 ..... | 21 |
| 45 ..... | 21 |
| 46 ..... | 21 |
| 47 ..... | 22 |
| 48 ..... | 22 |
| 49 ..... | 22 |
| 50 ..... | 23 |
| 51 ..... | 23 |
| 52 ..... | 24 |
| 53 ..... | 24 |
| 54 ..... | 25 |
| 55 ..... | 25 |
| 56 ..... | 25 |

## Introduction

### Purpose of this document

The sample questions and answers and associated justifications in this sample exam set have been created by a team of Subject Matter Experts and experienced question writers with the aim of assisting ISTQB® Member Boards and Exam Boards in their question writing activities.

These questions cannot be used as-is in any official examination, but they should serve as guidance for question writers. Given the wide variety of formats and subjects, these sample questions should offer many ideas for the individual Member Boards on how to create good questions and appropriate answer sets for their examinations.

### Instructions

In this document you may find:

- Answer Key table, including for each correct answer:
  - K-level, Learning Objective, and Point value
- Answer sets, including for all questions:
  - Correct answer
  - Justification for each response (answer) option
  - K-level, Learning Objective, and Point value
- Additional answer sets, including for all questions [does not apply to all sample exams]:
  - Correct answer
  - Justification for each response (answer) option
  - K-level, Learning Objective, and Point value
  
- *Questions are contained in a separate document*

## Answer Key

| Question Number (#) | Correct Answer | LO       | K-Level | Points |
|---------------------|----------------|----------|---------|--------|
| 1                   | b, e           | TM-1.2.1 | K4      | 3      |
| 2                   | a              | TM-1.3.1 | K3      | 2      |
| 3                   | a, d           | TM-1.3.2 | K2      | 1      |
| 4                   | c              | TM-1.4.1 | K3      | 2      |
| 5                   | a              | TM-1.5.1 | K3      | 2      |
| 6                   | b, e           | TM-1.6.1 | K3      | 2      |
| 7                   | b, e           | TM-1.7.1 | K2      | 1      |
| 8                   | a              | TM-1.8.1 | K2      | 1      |
| 9                   | a, c           | TM-1.8.2 | K3      | 2      |
| 10                  | d              | TM-2.2.1 | K4      | 3      |
| 11                  | c              | TM-2.2.2 | K2      | 1      |
| 12                  | b              | TM-2.2.3 | K2      | 1      |
| 13                  | d              | TM-2.3.1 | K2      | 1      |
| 14                  | c              | TM-2.3.2 | K2      | 1      |
| 15                  | c, e           | TM-2.3.3 | K4      | 3      |
| 16                  | a              | TM-2.3.4 | K2      | 1      |
| 17                  | b              | TM-2.3.5 | K2      | 1      |
| 18                  | b              | TM-2.4.1 | K4      | 2      |
| 19                  | c              | TM-2.4.2 | K4      | 2      |
| 20                  | b              | TM-2.4.3 | K2      | 1      |
| 21                  | b              | TM-2.4.4 | K3      | 2      |
| 22                  | a, b           | TM-2.5.1 | K3      | 3      |
| 23                  | a              | TM-2.5.2 | K2      | 1      |
| 24                  | a              | TM-2.6.1 | K2      | 1      |
| 25                  | b              | TM-2.6.2 | K2      | 1      |
| 26                  | c              | TM-2.6.3 | K4      | 2      |
| 27                  | b              | TM-2.7.1 | K2      | 1      |
| 28                  | b              | TM-2.7.2 | K3      | 2      |

| Question Number (#) | Correct Answer | LO       | K-Level | Points |
|---------------------|----------------|----------|---------|--------|
| 29                  | d              | TM-2.8.1 | K2      | 1      |
| 30                  | a              | TM-2.9.1 | K2      | 1      |
| 31                  | a              | TM-3.2.1 | K2      | 1      |
| 32                  | c              | TM-3.3.1 | K4      | 3      |
| 33                  | d              | TM-3.3.2 | K2      | 1      |
| 34                  | a, c           | TM-3.4.1 | K3      | 1      |
| 35                  | a              | TM-3.5.1 | K2      | 1      |
| 36                  | b              | TM-4.2.1 | K3      | 2      |
| 37                  | c              | TM-4.2.2 | K2      | 1      |
| 38                  | b, c           | TM-4.3.1 | K3      | 2      |
| 39                  | b              | TM-4.4.1 | K3      | 1      |
| 40                  | a, d           | TM-5.2.1 | K2      | 1      |
| 41                  | a, c           | TM-5.3.1 | K3      | 3      |
| 42                  | c              | TM-5.4.1 | K3      | 1      |
| 43                  | b              | TM-5.5.1 | K2      | 1      |
| 44                  | b              | TM-5.6.1 | K2      | 1      |
| 45                  | c              | TM-5.7.1 | K2      | 1      |
| 46                  | d              | TM-6.2.1 | K2      | 1      |
| 47                  | b              | TM-6.2.2 | K2      | 2      |
| 48                  | c, d           | TM-6.2.3 | K4      | 2      |
| 49                  | b              | TM-6.3.1 | K2      | 1      |
| 50                  | b              | TM-6.4.1 | K2      | 1      |
| 51                  | b              | TM-7.2.1 | K4      | 2      |
| 52                  | a, d           | TM-7.2.2 | K4      | 3      |
| 53                  | a, b           | TM-7.3.1 | K2      | 1      |
| 54                  | b              | TM-7.4.1 | K2      | 1      |
| 55                  | b              | TM-7.5.1 | K2      | 1      |
| 56                  | b              | TM-7.6.1 | K2      | 1      |

## Answers

| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 1                   | b, e           | a) Is not correct. TDD starts with unit test case design; in agile processes, normally there are no detailed design specifications<br>b) Is correct. 30% of performance issues are reported in relationship to web services. These (or some of them) may be due to undefined SLA<br>c) Is not correct. There is no integration test level<br>d) Is not correct. Unit testing is under the hood of development<br>e) Is correct. Performance. Tests must be conducted; system not stable before day 10  | TM-1.2.1                | K4      | 3                |
| 2                   | a              | a) Correct<br>1) Performance tests with maximum allowed response time 10 seconds for up to 10,000 simultaneous requests of user story US 03-20 are missing<br>2) A test condition for user story US 02-20 is missing<br>b) Is not correct<br>c) Is not correct<br>d) Is not correct  | TM-1.3.1                | K3      | 2                |
| 3                   | a, d           | a) Is correct. Questions at test design to refine coarse grained test conditions would be expensive to answer<br>b) Is not correct. Detailed test conditions would be hard to maintain (Syllabus)<br>c) Is not correct. Questions at test design to refine coarse grained test conditions could be answered by domain experts<br>d) Is correct. Specifying detailed test conditions could act in place of a poor test basis and contribute to defect prevention<br>e) Is not correct. Management does not general require that level of detail | TM-1.3.2                | K2      | 1                |



| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 4                   | c              | <p>a) Is not correct. Might cover this risk item, but it is a negative test and does not contain an expected result; it's a good exploratory negative test for this risk item, though</p> <p>b) Is not correct. Is a perfectly good positive logical test but does not cover the risk item</p> <p>c) Is correct. Has the input to occur, the correct expected result per the scenario, and relates to the risk item</p> <p>d) Is not correct. Has the wrong expected result and so it is not correct</p>                                   | TM-1.4.1                | K3      | 2                |
| 5                   | a              | <p>a) Is correct. This risk relates to the core functionality of the application</p> <p>b) Is not correct. Tests with very high impact and higher likelihood should run before this test</p> <p>c) Is not correct. Is not certainly true because we do not know how this risk item relates to other risk items</p> <p>d) Is not correct. Is not certainly true because we do not know how effort allocation is determined based on combined impact and likelihood</p>  | TM-1.5.1                | K3      | 2                |
| 6                   | b, e           | <p>a) Is not correct. The situation in option B, or perhaps simply blockage of tests, can explain running tests out of risk order</p> <p>b) Is correct. 02.019 covers a different requirement than 02.010</p> <p>c) Is not correct. While evaluating problems with test sequencing makes sense, there is no need to stop running tests while doing so</p> <p>d) Is not correct. Finding defects is not the only objective of testing</p> <p>e) Is correct. Higher-risk tests precede lower-risk tests in risk-based testing strategies</p> | TM-1.6.1                | K3      | 2                |
| 7                   | b, e           | <p>a) Is not correct. Could not be measured timely</p> <p>b) Is correct. From syllabus</p> <p>c) Is not correct. Could not be measured timely</p> <p>d) Is not correct. Related to test analysis progress</p> <p>e) Is correct. From syllabus</p>  | TM-1.7.1                | K2      | 1                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 8                   | a              | <ul style="list-style-type: none"> <li>a) Is correct. Per syllabus section 1.3</li> <li>b) Is not correct</li> <li>c) Is not correct</li> <li>d) Is not correct</li> </ul>  | TM-1.8.1                | K2      | 1                |
| 9                   | a, c           | <ul style="list-style-type: none"> <li>a) Is correct. We want to analyze defect information to evaluate whether the quality risk analysis was correct in a retrospective</li> <li>b) Is not correct. This is supposed to happen during implementation</li> <li>c) Is correct. Enrollment is a key requirement area, and test retrospectives should check whether defects were missed in such areas under a requirements-based test strategy</li> <li>d) Is not correct. While this is part of test closure, it is not part of the retrospective</li> <li>e) Is not correct. This is part of test control</li> </ul>   | TM-1.8.2                | K3      | 2                |
| 10                  | d              | <ul style="list-style-type: none"> <li>a) Is not correct. Married customers are not current customers (unless they are cheating on their spouse) and thus should not really care if invoicing is working correctly</li> <li>b) Is not correct. Government employees would not really care about how well the matching works, except for those employees who are users of the application (which has nothing to do with being an employee of a government agency)</li> <li>c) Is not correct. The users really do not have much concern about whether the company is paying the proper taxes, as long as the user is being charged properly</li> <li>d) Is correct. Users care about receiving the service they are paying for, at the agreed price; managers and stakeholders must care about all three types of tests, so that they have satisfied customers, a profitable company, and legal compliance; government agents care about compliance with the rules; and, married couples are not current stakeholders</li> </ul> | TM-2.2.1                | K4      | 3                |

| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 11                  | c              | <p>a) Is not correct. Is a true statement as well, but not about project management affecting testing, but rather testing affecting technical support</p> <p>b) Is not correct. Is a true statement but is about how testing affects a project management work product, not how a project management work product affects testing</p> <p>c) Is correct. The test plan must be consistent with the larger project plan</p> <p>d) Is not correct. Requirements are not a project management work product, and, in addition, this statement is only true when following a requirements-based testing strategy</p> | TM-2.2.2                | K2      | 1                |
| 12                  | b              | <p>a) Is not correct. Some non-functional risks may be mitigated early, but some may be mitigated later in the life cycle</p> <p>b) Is correct. From the syllabus</p> <p>c) Is not correct. Only some test planning can be delegated to both TAs and TTAs</p> <p>d) Is not correct. All non-functional testing does not have to follow functional testing (but it should be based on perceived risks)</p>  | TM-2.2.3                | K2      | 1                |
| 13                  | d              | <p>a) Is not correct. Testing measures quality – it does not improve it (subsequent debugging would do)</p> <p>b) Is not correct. There is no correlation between risk types (although these are both the same risk type) and functional/non-functional testing</p> <p>c) Is not correct. Project risks do help determine which test levels, but so do product risks</p> <p>d) Is correct. From syllabus</p>   | TM-2.3.1                | K2      | 1                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 14                  | c              | a) Is not correct. These are the four activities in risk-based testing<br>b) Is not correct. These are techniques for risk identification, which is only part of the analysis process<br>c) Is correct. As these are four of the eight different techniques given in the syllabus<br>d) Is not correct. This is one of the factors influencing the likelihood of a risk item  | TM-2.3.2                | K2      | 1                |
| 15                  | c, e           | a) Is not correct. Is a project risk (and a very real one for any start-up)<br>b) Is not correct. Is a project risk, not a quality risk, and it is also of vanishingly small likelihood given the amazing range of options available in the cloud computing retail market?<br>c) Is correct. Calculating loyalty points is a function of the system and functional accuracy is a quality sub-characteristic<br>d) Is not correct. Is definitely a risk, but it's not related to the quality of the system, but rather due to the discounts being offered; specifically, it's an operational risk that can arise after release<br>e) Is correct. We are promising high reliability and reliability is a quality characteristic | TM-2.3.3                | K4      | 3                |
| 16                  | a              | a) Is correct. We always want test effectiveness (e.g., ability to detect defects) to be high no matter what level of risk is being mitigated<br>b) Is not correct. From syllabus<br>c) Is not correct. From syllabus<br>d) Is not correct. From syllabus   | TM-2.3.4                | K2      | 1                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 17                  | b              | a) Is not correct. From syllabus<br>b) Is correct. We do not want to leave all prioritization and effort allocation to individual testers, and also discovery of defects can only occur after testing (and so some prioritization and effort allocation) has already started<br>c) Is not correct. From syllabus<br>d) Is not correct. From syllabus  | TM-2.3.5                | K2      | 1                |
| 18                  | b              | a) Is not correct. For the reasons stated for the correct answer<br>b) Is correct. For a mature application, the main mission of testing is really building confidence that the application continues to work properly. Automated regression testing helps achieve that efficiently, so the test process improvement and the application are aligned. While the idea of automating the regression testing for this mature application is a good one, automation does not tend to find many defects. So, the mission statement is not aligned with the test process improvement, or with the real test needs of a mature application<br>c) Is not correct. For the reasons stated for the correct answer<br>d) Is not correct. For the reasons stated for the correct answer | TM-2.4.1                | K4      | 2                |
| 19                  | c              | a) Is not correct. Problems with test environment readiness are classic test-related project risks<br>b) Is not correct. Problems with test staff availability and qualification are classic test-related project risks<br>c) Is correct. While this is a significant project risk, it is not a test-related project risk. What the test team needs from the marketing team—the requirements—are already complete<br>d) Is not correct. Problems with tool readiness are classic test-related project risks   | TM-2.4.2                | K4      | 2                |

| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 20                  | b              | <p>a) Is not correct. Because at least two of these examples are mismatched</p> <p>b) Is correct. Because analytical risk-based testing includes risk-based test prioritization, methodical testing follows a checklist (which in this example includes traversing links on a site), process-compliant testing can include Agile process compliance, and consultative testing involves being externally directed</p> <p>c) Is not correct. Because at least two of these examples are mismatched</p> <p>d) Is not correct. Because at least two of these examples are mismatched</p>                                 | TM-2.4.3                | K2      | 1                |
| 21                  | b              | <p>a) Is not correct. The process being compliant with in this case is Agile methodology, not IEEE 829</p> <p>b) Is correct. Agile lifecycles emphasize lightweight documentation</p> <p>c) Is not correct. IEEE 829 is documentation-heavy and thus incompatible with Agile philosophies on documentation and with reactive test strategies</p> <p>d) Is not correct. Even reactive tests have charters and even Agile lifecycles have acceptance criteria</p>  | TM-2.4.4                | K3      | 2                |
| 22                  | a, b           | <p>a) Is correct. Considering historical averages for estimation is one recognized estimation technique</p> <p>b) Is correct. This is a common technique for managing experience-based testing and has estimation implications</p> <p>c) Is not correct. As cited in the syllabus, developers following known Agile best practices will remove as many as half the defects prior to system testing</p> <p>d) Is not correct. Agile methods eschew highly detailed documentation, including test documentation</p> <p>e) Is not correct. There is nothing in the scenario to make this re-use necessary or likely</p> | TM-2.5.1                | K3      | 3                |

| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 23                  | a              | <p>a) Is correct. Defect repair time may delay testing but do not require test effort</p> <p>b) Is not correct. Even mature test processes could last long if effort is high</p> <p>c) Is not correct. Detailed test conditions demand effort</p> <p>d) Is not correct. High quality systems demand more testing effort</p>  | TM-2.5.2                | K2      | 1                |
| 24                  | a              | <p>a) Is correct. That is one of the test progress monitoring metrics. All of them are test metrics but used for a different thing</p> <p>b) Is not correct. Refers to dangerous use of that metric</p> <p>c) Is not correct. Is really monitoring progress of test analysis</p> <p>d) Is not correct. Is a metric to monitor progress of planning and control</p>   | TM-2.6.1                | K2      | 1                |
| 25                  | b              | <p>a) Is not correct. Combines wrong coverage to number of executed tests</p> <p>b) Is correct. It mentions three of the five main dimensions of test progress metrics</p> <p>c) Is not correct. Includes people category, which is unlikely to be used for test progress monitoring; also, people and product are not listed in the five main dimensions of test progress metrics</p> <p>d) Is not correct. Includes people category, which is unlikely to be used for test progress monitoring</p> | TM-2.6.2                | K2      | 1                |
| 26                  | c              | <p>a) Is not correct. Is all right, but no analysis involved, should not work on intuition only</p> <p>b) Is not correct. Focuses wrongly on capabilities</p> <p>c) Is correct. It combines using more different dimensions of test progress monitoring and starts looking into the probably real reason of test coverage versus effort spent leading to remaining product risks</p> <p>d) Is not correct. Is all right on its own but it does not utilize the risk information</p>                  | TM-2.6.3                | K4      | 2                |

| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 27                  | b              | <p>a) Is not correct</p> <p>b) Is correct. Training the BAs is a cost of prevention because it helps write higher-quality requirements; quality risk analysis is a detection cost because you would incur this cost even if you found no defects; any defect-related cost of quality incurred during testing and prior to release is a cost of internal failure, even avoidable costs; customer complaints are a cost of external failure because these customer complaints result in decreased future sales</p> <p>c) Is not correct</p> <p>d) Is not correct</p> | TM-2.7.1                | K2      | 1                |
| 28                  | b              | <p>a) Is not correct. You cannot add averages to calculate a total, and besides you weren't given the cost of prevention</p> <p>b) Is correct. <math>\\$5,000 - (\\$150 + \\$250) = \\$4,600</math></p> <p>c) Is not correct. Cost of quality can be used to calculate the value of any quality-related activity and is so used in industries around the world</p> <p>d) Is not correct. You must subtract the average costs of detection and internal failure associated with testing to calculate the net potential savings, rather than adding those costs</p>  | TM-2.7.2                | K3      | 2                |
| 29                  | d              | <p>a) Is not correct. There is no indication that any factor other than cost was used to select the outsource testing services firm</p> <p>b) Is not correct. There is no clear division of work between the teams</p> <p>c) Is not correct. The decision about the use of this offshore team was imposed top-down, corroding trust from the very start</p> <p>d) Is correct. An onsite person will act as the channel of communication</p>  | TM-2.8.1                | K2      | 1                |



| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 30                  | a              | <p>a) Is correct. From syllabus</p> <p>b) Is not correct. Not a standard – does not provide guidance on test coverage criteria</p> <p>c) Is not correct. A generic process improvement model – does not provide guidance on test coverage criteria</p> <p>d) Is not correct. A generic project management framework – does not provide guidance on test coverage criteria</p>  | TM-2.9.1                | K2      | 1                |
| 31                  | a              | <p>a) Is correct. We are using the criteria to assess status and, based on that assessment, to decide future actions, which are actions that the syllabus says belong in a management review</p> <p>b) Is not correct. While we are indeed checking against defined criteria, there is no independent evaluation of compliance (the checking is being done by the project team) and there is no indication that "evidence" is being checked</p> <p>c) Is not correct. While the statement is in a sense true, it misses the element of decision-making by management peers, which is the key reason that this is a management review rather than an audit</p> <p>d) Is not correct. While a pass/fail assessment of the criteria might well occur, as with B, there is no independent evaluation of compliance</p> | TM-3.2.1                | K2      | 1                |
| 32                  | c              | <p>a) Is not correct. Management wants a lightweight process, and because the requirements (and possibly the design) are already complete</p> <p>b) Is not correct. Is not as good an answer as the correct one, because it specifically includes only test work products</p> <p>c) Is correct. Informal reviews are a lightweight approach that will achieve the benefits</p> <p>d) Is not correct. Reviews can be planned and managed by various participants on a project, including the test manager</p>   | TM-3.3.1                | K4      | 3                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 33                  | d              | a) Is not correct. Because of one or more mismatches<br>b) Is not correct. Because of one or more mismatches<br>c) Is not correct. Because of one or more mismatches<br>d) Is correct. Web development and understanding of cloud computing relate to the technical elements of the project. Attention to detail is a personality trait needed in any review participant. Having participated in reviews gives the individual knowledge of the review procedure. Financial applications manage balances, which is relevant to managing loyalty point balances   | TM-3.3.2                | K2      | 1                |
| 34                  | a, c           | a) Is correct. Because with these you can calculate the total time spent in reviews and dynamic testing and the number of found defects in both, and then compare those numbers to dynamic testing numbers only<br>b) Is not correct. It is not relevant to efficiency calculations<br>c) Is correct. Because with these you can calculate the total time spent in reviews and dynamic testing and the number of found defects in both, and then compare those numbers to dynamic testing numbers only<br>d) Is not correct. As it is specifically mentioned in scenario, you might be drawn to this. Not relevant to count only severe defects though<br>e) Is not correct. As it is specifically mentioned in scenario, you might be drawn to this. Not relevant to think about status. You want test hours | TM-3.4.1                | K3      | 1                |
| 35                  | a              | a) Is correct. Root cause of the defects must be found<br>b) Is not correct. All stakeholders must agree on the review objectives<br>c) Is not correct. “punishment” does not help, be constructive!<br>d) Is not correct. Accuses does not help, be constructive!  | TM-3.5.1                | K2      | 1                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 36                  | b              | <p>a) Is not correct. No point retesting immediately after testing. NEW is often synonymous with OPEN. If state Z was blocked, then you cannot exit this state</p> <p>b) Is correct. Both initial triage and assignment may decide to reject a defect (hence transition to REJECTED). If testing finds defect not fixed, then it will move to REOPENED. Both initial triage and assignment may decide that a defect may be deferred (perhaps to a later release)</p> <p>c) Is not correct. A duplicate defect would not require re-assignment. Unconfirmed as state Y does not work as you cannot leave this state. State Z could be terminated in some schemes</p> <p>d) Is not correct. Verified and tested are often synonymous – so both not needed. Review as state Y does not work as you cannot leave this state. State Z as fixed does not work – fixed is synonymous with resolved and you cannot get from state Z to ‘CLOSED’</p> | TM-4.2.1                | K3      | 2                |
| 37                  | c              | <p>a) Is not correct. It makes no sense to defer a defect that is already fixed</p> <p>b) Is not correct. Confirmation test is not a terminal state</p> <p>c) Is correct. It corresponds to a defect that turns out</p> <p>d) Is not correct. A defect report can’t be in progress before it’s even reported</p>  | TM-4.2.2                | K2      | 1                |
| 38                  | b, c           | <p>a) Is not correct. The third party already knows that these defect reports are coming from dynamic system testing</p> <p>b) Is correct. These steps (and actual results) will help them understand the defect and the expected results will confirm that the testers understood what was expected</p> <p>c) Is correct. The third party needs this information to aid their prioritization</p> <p>d) Is not correct. Phase of detection is already available (system test), and phase of removal (hopefully now) is not known</p> <p>e) Is not correct. It is not the testers’ responsibility to determine the location of the defect in the system</p>  | TM-4.3.1                | K3      | 2                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 39                  | b              | <p>a) Is not correct. The phase of introduction may be useful, but the detection and removal info are not useful for reducing defect introduction</p> <p>b) Is correct. This will show where defects are currently introduced, and so we can target these activities to prevent future defect introduction</p> <p>c) Is not correct. This is used for defect clustering information to target components that need extra testing – but does not directly help prevent defects</p> <p>d) Is not correct. This tells us how efficient we are at removing defects – it does not help with reducing the introduction of defects</p> | TM-4.4.1                | K3      | 1                |
| 40                  | a, d           | <p>a) Is correct. Syllabus sect. 5.2</p> <p>b) Is not correct. Contradicts syllabus</p> <p>c) Is not correct. Contradicts syllabus</p> <p>d) Is correct. Syllabus sect. 5.3</p> <p>e) Is not correct. Wrong conclusion</p>  | TM-5.2.1                | K2      | 1                |
| 41                  | a, c           | <p>a) Is correct. It is the fifth step of the IDEAL process</p> <p>b) Is not correct. This is the first step of the IDEAL process and has already been carried out</p> <p>c) Is correct. It is the third step of the IDEAL process</p> <p>d) Is not correct. This is the second step of the IDEAL process and has already been carried out</p> <p>e) Is not correct. It is not a given that your organization followed TMMi</p>   | TM-5.3.1                | K3      | 3                |
| 42                  | c              | <p>a) Is not correct. Based on scenario-information it is unlikely you are this high</p> <p>b) Is not correct. Based on scenario-information it is unlikely you are this low</p> <p>c) Is correct. TMMi supports CMMi, which is your company's choice</p> <p>d) Is not correct. Is irrelevant detail</p>  | TM-5.4.1                | K3      | 1                |

| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 43                  | b              | <ul style="list-style-type: none"> <li>a) Is not correct. Improvement objectives not visible in matrix</li> <li>b) Is correct. [TPI Next® book p. 50]</li> <li>c) Is not correct</li> <li>d) Is not correct</li> </ul>   | TM-5.5.1                | K2      | 1                |
| 44                  | b              | <ul style="list-style-type: none"> <li>a) Is not correct. This would apply to TMMi</li> <li>b) Is correct. CTP uses metrics to benchmark organizations against industry averages</li> <li>c) Is not correct. This would apply to TPI-Next</li> <li>d) Is not correct. The assessment is part of the scope of the CTP model, but it is not an objective (except maybe for the consultant doing it)</li> </ul>   | TM-5.6.1                | K2      | 1                |
| 45                  | c              | <ul style="list-style-type: none"> <li>a) Is not correct. Is OK, but requirements are not mentioned in the scenario</li> <li>b) Is not correct. Design problems not mentioned in scenario</li> <li>c) Is correct. It fits "test is behind schedule"</li> <li>d) Is not correct. Is OK but already done, since defects are classified</li> </ul>  | TM-5.7.1                | K2      | 1                |
| 46                  | d              | <ul style="list-style-type: none"> <li>a) Is not correct. This is a valid concern, as you need to adapt the tools and maybe give rights of your adaptations to open-source community, depending on licensing terms</li> <li>b) Is not correct. This is a valid concern, as you need the telecom standard compliance</li> <li>c) Is not correct. This is a valid concern, as you have your own specific purposes (which is why you originally had custom tools). Is the original purpose too far from what you need?</li> <li>d) Is correct. Open-source tools can be modified, and you have the capabilities, having earlier built custom tools, so you should not care about adapting being hard</li> </ul> | TM-6.2.1                | K2      | 1                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 47                  | b              | <p>a) Is not correct. This answer would suggest using a ready-made tool, but standard compliance could be met with custom-built tools also, although maybe with more effort</p> <p>b) Is correct. The company’s hardware business unit changes hardware often (every six months)</p> <p>c) Is not correct. This is a prerequisite, but not a reason</p> <p>d) Is not correct. Makes it attractive to keep the custom-made tool but does not justify the great time spent to use and maintain the tool and the stem does not mention ease-of-use</p> | TM-6.2.2                | K2      | 2                |
| 48                  | c, d           | <p>a) Is not correct. Not your major concern although good point to check in general</p> <p>b) Is not correct. Not your major concern although good point to check in general</p> <p>c) Is correct. You need to consider the possibility the tool is not enough to all your technical needs, even if it would be faster for some of them</p> <p>d) Is correct. You need to think about your existing large number of tests, also a ROI concern</p> <p>e) Is not correct. Not your major concern although good point to check in general</p>         | TM-6.2.3                | K4      | 2                |
| 49                  | b              | <p>a) Is not correct. This activity is not necessary because the old tool will be retired</p> <p>b) Is correct. This answer concerning retirement, as there are lots of existing scripts, and regression test scripts are the ones used most often</p> <p>c) Is not correct. This activity is not necessary because the old tool will be retired</p> <p>d) Is not correct. Even if you would like, it is not realistic to convert all the scripts, if you can manage with just regression test scripts</p>  | TM-6.3.1                | K2      | 1                |

| Question Number (#) | Correct Answer | Explanation / Rationale   | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|---|-------------------------|---------|------------------|
| 50                  | b              | <p>a) Is not correct. On its own does not tell anything, the tests could be all on same functional area. However, the measuring of test execution becomes easier with this</p> <p>b) Is correct. This metric will tell you automatically if you cover enough of the requirements to make it to the release deadline and if you have too much coverage on some areas</p> <p>c) Is not correct. Concern's performance testing tools</p> <p>d) Is not correct. This might help make collecting hours easier, but on its own does not help, time is mentioned as problem, so that might lead you to this option</p> | TM-6.4.1                | K2      | 1                |
| 51                  | b              | <p>a) Is not correct. Neither of these can write code, which is necessary to write the scripts</p> <p>b) Is correct. Coding skills are necessary for the actual scripting and design skills are very useful to ensure good design of the keyword-driven framework</p> <p>c) Is not correct. Neither of these can write code, which is necessary to write the scripts</p> <p>d) Is not correct. Neither of these can write code, which is necessary to write the scripts</p>   | TM-7.2.1                | K4      | 2                |

| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 52                  | a, d           | <p>a) Is correct. We should look for ways to balance weaknesses with strengths when hiring</p> <p>b) Is not correct. For all we know, some or all of the testers are already certified, and, in addition, we don't have any indication that the most critical skills weaknesses are in the area of testing</p> <p>c) Is not correct. This is an extreme step, and we have no information that say the team is failing or seen to be failing</p> <p>d) Is correct. We need to most urgently address the weaknesses that most affect effectiveness and efficiency</p> <p>e) Is not correct. Creating weakness where you currently have strength is not a very desirable solution</p>   | TM-7.2.2                | K4      | 3                |
| 53                  | a, b           | <p>a) Is correct. As we are getting two new team members, and timescales are short, we need to assimilate them into the team as quickly as possible</p> <p>b) Is correct. If team members feel they are valued they are more likely to contribute more</p> <p>c) Is not correct. Treating all team members the same and sharing all tasks across the team does not make best use of the disparate skills of the different team members</p> <p>d) Is not correct. As the team leader, you have different responsibilities (and presumably skills) than the team members, so it is better use of your time to manage and them to test</p> <p>e) Is not correct. It is better practice to provide more autonomy to the testers and allow them to manage their time more efficiently</p> | TM-7.3.1                | K2      | 1                |



| Question Number (#) | Correct Answer | Explanation / Rationale  | Learning Objective (LO) | K-Level | Number of Points |
|---------------------|----------------|--|-------------------------|---------|------------------|
| 54                  | b              | <p>a) Is not correct. System testing done solely by banking experts: who tests web services?</p> <p>b) Is correct. Technical aspects covered by developers; functionality covered by internal testers and domain experts; internationalization covered by external experts</p> <p>c) Is not correct. No component integration testing; no internationalization test knowledge</p> <p>d) Is not correct. No internationalization test knowledge</p>   | TM-7.4.1                | K2      | 1                |
| 55                  | b              | <p>a) Is not correct. This is motivating behavior from syllabus</p> <p>b) Is correct. Aligning tester bonuses with delivered quality can be demotivating as the testers have an indirect impact on delivered quality – and in this scenario the deliverable is not meeting customer expectations, so is probably perceived to be of low quality</p> <p>c) Is not correct. This is motivating behavior from syllabus</p> <p>d) Is not correct. This is motivating behavior from syllabus</p>      | TM-7.5.1                | K2      | 1                |
| 56                  | b              | <p>a) Is not correct. Upper management won't want to see detailed defect reports</p> <p>b) Is correct. Diplomacy and objectivity are important to build trust in the new outsourcing setting; reviews are constructive means to transfer knowledge of the internal team to the off-shore team</p> <p>c) Is not correct. Upper management won't want to be involved in the root cause investigation</p> <p>d) Is not correct. Off-shore team alone won't be effective to find the root causes</p> | TM-7.6.1                | K2      | 1                |