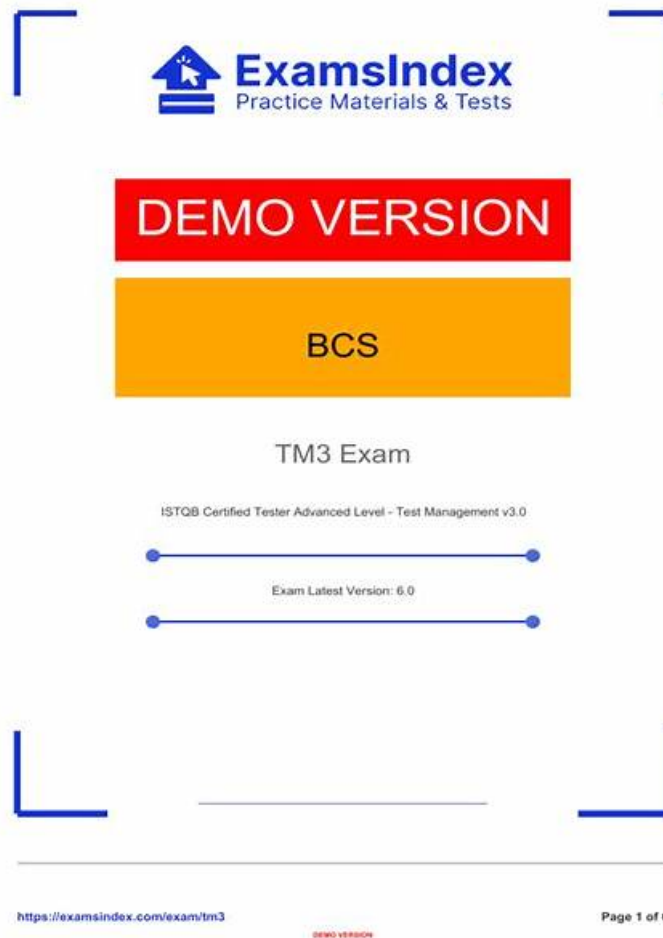


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BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none">Managing the Test Activities: This section focuses on the role of Test Managers and how testing is planned, monitored, controlled, and completed across different software development contexts. It covers the overall test process, including defining test plans, tracking progress, and ensuring proper closure. Candidates are expected to understand how testing fits within various lifecycle models, test levels, and types, while engaging stakeholders effectively. The syllabus emphasizes risk-based testing to identify quality risks, assess impacts, and select suitable mitigation activities. It also highlights formulating project-level test strategies, selecting appropriate test approaches, setting measurable objectives, and improving processes through models like IDEAL. Additionally, candidates should be able to evaluate and introduce test tools based on business needs, risks, and return on investment.

Topic 2	<ul style="list-style-type: none"> Managing the Team: This section addresses the role of Test Leads in analyzing team needs, identifying required skills, and coordinating efforts using a whole-team approach. Candidates are expected to understand how to align team capabilities with project goals and ensure effective collaboration. The syllabus highlights techniques for team management, resource allocation, and fostering continuous improvement through retrospectives and knowledge sharing to optimize testing performance.
Topic 3	<ul style="list-style-type: none"> Managing the Product: This section emphasizes understanding and managing the product under test, focusing on controlling and assessing testing activities. It covers test metrics, reporting, and defect management across sequential, Agile, and hybrid environments. Candidates should be able to select and apply appropriate test estimation techniques and establish defect workflows suited to the project context. The syllabus also includes preparing business cases for testing activities that justify costs, benefits, and the value of testing within the overall project.

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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q45-Q50):

NEW QUESTION # 45

To which category of cost of quality does "fixing a defect found during testing" belong?

- A. Defect prevention costs
- B. External failure costs
- C. Appraisal costs
- **D. Internal failure costs**

Answer: D

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus differentiates cost of quality into:

Prevention (to avoid defects),

Appraisal (to evaluate products, e.g., reviews, testing),

Internal failure (defects found before release, including the cost to fix during testing), and External failure (defects found after release). "Fixing a defect found during testing" is an internal failure cost, because the failure is detected and corrected prior to delivery (CTAL-TM v3.0, Organizational Test Management - economics of testing and cost of quality categories).

NEW QUESTION # 46

Assume that you are using traceability to manage test case coverage against test conditions. During test analysis, three test conditions were identified. Test design for system testing has been completed and 10 test cases (TC1 to TC10) have been designed, as described by the following traceability matrix ("C" indicates a critical test case, while "NC" indicates a non-critical test case):

[traceability matrix not visible in the prompt]

The exit criterion for system testing states that each test condition must have all the associated critical test cases successfully executed (passed) AND all associated non-critical test cases at least executed.

The following is the situation after three days of system testing:

TC1, TC2, TC4, TC5, TC7, TC9: passed

TC3, TC10: failed (with an associated open defect report)

TC6, TC8: not run

Management wants to decide whether to release the system. You advise them that the system does not yet meet the defined exit criteria.

Based only on the given information, which test condition does not yet meet the stated exit criterion?

- A. None, all meet the stated exit criteria
- B. Test condition 1
- **C. Test condition 2**
- D. Test condition 3

Answer: C

Explanation:

The syllabus explicitly states that exit criteria must be met before considering completion of a test level:

"Exit criteria are the conditions that must be achieved to declare completion of a given test level... including coverage criteria and status of required tests (e.g., passed)."

- ISTQB CTAL-TM v3.0 Syllabus, Chapter 5 Test Monitoring and Test Control And test control must act when exit criteria are not met:

"If the exit criteria are not satisfied, appropriate actions must be taken to address the situation."

- ISTQB CTAL-TM v3.0 Syllabus, Chapter 5

Since test condition 2 still has critical tests not yet executed, the defined exit criteria are not fulfilled, and therefore a release decision should not be approved.

NEW QUESTION # 47

You have been contracted to manage the user acceptance testing of a new reservation system for a travel agency. The reservation system is being developed by a third party. Detailed specifications are available, and an estimate of the total development effort exists. The system will be delivered in four agreed increments.

Which of the following estimation techniques would be most appropriate to use in this context?

- A. Planning poker
- **B. Estimation based on ratios**
- C. Extrapolation
- D. Wide-band Delphi

Answer: B

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus describes ratio-based estimation (e.g., estimating test effort as a proportion of known or estimated development effort) as appropriate when reliable development-effort data or estimates and clear scope are available. Here, detailed specifications exist, overall development effort is estimated, and increments are defined-conditions well-suited to ratio-based estimation.

Extrapolation requires comparable historical test data for this context.

Wide-band Delphi is useful when data is scarce and expert consensus is needed.

Planning poker is typically used by Agile development teams to size user stories, not for contracting UAT with a third party.

NEW QUESTION # 48

Which status would typically be assigned to a false-positive defect report during defect management?

- **A. Rejected**
- B. Deferred
- C. Resolved
- D. Accepted

Answer: A

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

A false-positive defect is one where the reported behavior is not actually a defect (e.g., intended behavior, misuse, environment/setup

issue). In defect management, the appropriate disposition for "not a defect" is to reject the report rather than accept, resolve, or defer it.

Rejected: used when the item is not a defect (e.g., "as designed," duplicate, or cannot be reproduced).

Accepted/Resolved: used when confirmed and fixed.

Deferred: used when confirmed, but the fix is postponed to a later release. This aligns with the syllabus content on defect lifecycle states and dispositions within defect management governance and reporting (CTAL- TM v3.0, Chapter 5: Test Monitoring, Test Control, and Test Reporting - defect management process, defect states, and reporting).

NEW QUESTION # 49

When reading books and watching recorded videos are used as a way to acquire skills and knowledge, which approach to competence development is typically being used?

- A. Peer learning
- **B. Self-study**
- C. Training on-the-job
- D. Training and education

Answer: B

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:












The syllabus lists multiple competence development approaches (training/education, coaching/mentoring, on- the-job learning, peer learning, and self-study) and explicitly characterizes self-study as learning through materials such as books and recorded content. This aligns directly with the scenario of "reading books and watching recorded videos," which is self-study (CTAL-TM v3.0, People Skills - competence development options).

NEW QUESTION # 50

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