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Sample Exam – Answers

Sample Exam set A
Version 1.1

ISTQB® Test Management Syllabus Advanced Level

Compatible with Syllabus version 3.0

International Software Testing Qualifications Board



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ISTQB CTAL_TM_001 Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"> Managing the Product: This section of the exam measures the skills of a Test Analyst and focuses on the artefacts under test and the metrics that describe them. Examinees show how to define and collect test metrics to monitor quality and progress, estimate effort and resources for different test scopes, and organize defect management workflows that fit sequential, iterative, or hybrid lifecycles. The aim is to ensure test outcomes align with objectives and inform stakeholders through clear reporting, while using estimation techniques and defect data to guide ongoing test and process improvements.
Topic 2	<ul style="list-style-type: none"> Managing the Team: This section of the exam measures the skills of a Test Lead and addresses the human side of test management. Candidates must demonstrate how to identify the skills required for each project, assess and develop team competence, and apply motivating leadership practices. The syllabus also covers stakeholder relationship management, understanding interests and influence, articulating the business case for testing, and balancing cost-of-quality considerations to ensure testing is properly resourced, communicated, and valued within the wider project.
Topic 3	<ul style="list-style-type: none"> Managing the Test Activities: This section of the exam measures the skills of a Test Manager and covers the end-to-end coordination of testing work. Candidates must demonstrate how to plan testing—defining objectives, scope, resources, schedule, and risk treatments—then how to monitor progress against those plans, control deviations through corrective actions, and conclude testing with completion reports, archival of testware, and lessons-learned sessions. The syllabus also explores tailoring test activities to project context, applying risk-based testing to focus effort where it matters most, shaping a coherent project test strategy, leading process-improvement initiatives, and selecting and managing test tools throughout their lifecycle.

ISTQB Certified Tester Advanced Level - Test Manager Sample Questions (Q45-Q50):

NEW QUESTION # 45

In what way is the operations team usually Involved In testing?

- A. To conduct end-to-end transactional testing
- B. To conduct user acceptance testing
- C. To conduct security testing
- D. To conduct operational acceptance testing

Answer: D

Explanation:

* Operations Team Role in Testing:

* The operations team ensures that the system meets operational requirements such as deployment, maintenance, and disaster

recovery, which are validated during Operational Acceptance Testing (OAT).

* Evaluation of Options:

* A is correct because OAT is typically conducted by the operations team.

* B (User acceptance testing) is conducted by end-users, not the operations team.

* C (Security testing) is typically handled by security experts.

* D (End-to-end transactional testing) is a functional testing activity, not specific to the operations team.

References and Syllabus Alignment:

* OAT is highlighted under "Acceptance Testing" in the ISTQB syllabus (TM-1.2.7)

NEW QUESTION # 46

You have assembled the following cost of quality numbers 1 000 defects were found prior to release and 100 were found after.

Given this information what should you conclude?

- A. More effort should be put on appraisal to help lower the cost of quality
- **B. The cost of testing is high and could probably be lowered by spending more money on defect prevention**
- C. The cost of testing is just right and is justified by the numbers
- D. More testing was needed before the production release because the defect detection percentage (DDP) was below 90%

Answer: B

Explanation:

Cost of Quality Analysis:

The given table lists costs for defect prevention, appraisal, internal failure, and external failure.

Defect prevention cost is \$50,000, while costs for appraisal, internal failures, and external failures are \$250,000, \$200,000, and \$200,000, respectively.

The combined cost of internal and external failures is significantly high compared to defect prevention costs.

Defect Detection and Prevention (DDP):

DDP measures the effectiveness of defect prevention activities and early detection mechanisms.

In this case, 1,000 defects were caught before release (appraisal) and 100 defects escaped to production.

$DDP = (\text{Defects found before release} / \text{Total defects}) = 1000 / (1000 + 100) = 90.91\%$.

While this DDP is relatively high, the costs of appraisal and failures indicate that prevention strategies need more investment.

Key Cost Drivers:

High internal and external failure costs indicate inefficiencies in earlier stages of quality assurance.

Shifting investments from appraisal and failure costs towards defect prevention would reduce the overall cost of quality.

Evaluating Options:

Option A ("More testing needed because $DDP < 90\%$ ") is invalid since DDP is above 90%.

Option C ("The cost of testing is justified") does not address the imbalance between high failure costs and low prevention spending.

Option D ("More effort on appraisal") contradicts the cost-benefit focus of investing in prevention.

Option B is correct because enhancing defect prevention strategies will reduce downstream costs.

Reference and Syllabus Alignment:

This conclusion aligns with the ISTQB Advanced Test Management syllabus section on "Cost of Quality" and strategies to optimize testing investments. Specifically, prevention is emphasized as more cost-effective than appraisal and failure management.

NEW QUESTION # 47

Which one of the following standards would a Test Manager be expected to understand when planning and organising activities with a Project Manager? SELECT ONE OPTION

- A. CMMI
- B. TMMI
- C. ITIL
- **D. PRINCE2**

Answer: D

NEW QUESTION # 48

Which of the following can demotivate a tester? [1]

- A. Working extra hours, resulting in a successful product deployment
- B. Receiving direct and honest feedback on areas to improve
- C. When metrics indicate weaknesses in their testing
- D. When testing is cut short, resulting in a high number of production defects

Answer: D

Explanation:

This can demotivate a tester because it implies that the tester's work is not valued or respected by the management or the stakeholders. It also suggests that the tester's efforts and skills are wasted or ineffective, as the product quality is compromised and the customer satisfaction is reduced. Testing is cut short when there is insufficient time, budget, or resources allocated for testing, or when there is pressure to release the product without adequate testing. This can lead to frustration, dissatisfaction, and loss of confidence among the testers. Top 6 things that demotivate a developer

How to Demotivate Your Best Employees Reference:
Top 6 things that demotivate a developer - Amsterdam Standard

How to Demotivate Your Best Employees - HBS Working Knowledge

NEW QUESTION # 49

Which one of the following options would help ensure success in using an Exploratory Testing approach? SELECT ONE OPTION

- A. Exploratory test sessions produce test charters that provide a detailed set of instructions for the novice tester to follow.
- B. Exploratory test sessions produce test charters that are executed after all functional testing is complete.
- C. Exploratory test sessions are time boxed and have a test charter that only experienced test analysts can execute.
- D. Exploratory test sessions are time boxed and have a test charter stating the test conditions to be covered.

Answer: D

NEW QUESTION # 50

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