

# TM3 Exam Format - Testing TM3 Center

**Pengujian Material**

Gunawan Setia Prihandana  
Department of Industrial Engineering, Faculty of Advanced Technology and Multidiscipline,  
Airlangga University

**Sifat Material Teknik**

- **Sifat Fisik:** sifat yang terkait dengan karakteristik fisik bahan yang bersangkutan
- **Sifat Mekanik:** sifat yang berkaitan dengan ketahanan bahan terhadap. Sebagai contoh; tarik, tekan, dampak, kekerasan
- **Sifat Teknologi:** sifat yang berkaitan dengan kemudahan bahan untuk diproses dan dibentuk sehingga menjadi suatu produk tertentu
- **Sifat Listrik:** sifat yang berkaitan dengan kemampuan suatu material dalam menghantarkan listrik
- **Sifat Magnet:** sifat bahan yang terkait dengan besarnya gaya magnet yang dimiliki ataupun kemampuan material tersebut menarik atau ditarik oleh benda lain yang mengandung magnet
- **Sifat Kimia:** terkait dengan kandungan unsur, komposisi kimia, serta kemampuannya berinteraksi suatu bahan dengan bahan yang lain
- **Sifat Thermal:** sifat bahan teknik yang terkait dengan interaksinya dengan temperatur beserta perubahannya

**Pengujian Material**

Pengujian Material dibagi menjadi:

- Destructive testing (DT)

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## BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"><li>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.</li></ul>

Topic 2	<ul style="list-style-type: none"> <li>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.</li> </ul>
Topic 3	<ul style="list-style-type: none"> <li>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.</li> </ul>

### >> TM3 Exam Format <<

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## BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q40-Q45):

### NEW QUESTION # 40

You are a test manager managing a test team and working at a government agency. The test team is responsible for performing the system test. Senior management has been provided with the following test objective for a new project:

"The system should be of high quality."

Using the SMART goal methodology, which of the following statements would be appropriate as a revision to the defined test objective by management?

- A. At least three weeks of system testing shall be performed and no major defects will be outstanding before going live
- B. The number of user issues reported in the first 3 months after going live shall be less than an average of 1 per week
- C. All defined requirements shall be implemented and function without problems
- D. During component testing a statement coverage of 90% shall be achieved

**Answer: B**

Explanation:

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

The syllabus requires that test objectives be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. Option C is specific ("user issues"), measurable ("< 1 per week"), achievable (depending on context), relevant to system quality in production, and time-bound ("first 3 months after going live").

A is not measurable ("...without problems" is vague).

B is partially SMART but uses ambiguous terms ("major defects") and focuses on elapsed time rather than quality outcomes.

References: ISTQB CTAL-TM v3.0 Syllabus-Chapter 3 (Test Planning: defining measurable test objectives and SMART criteria; aligning objectives to levels and stakeholders).

### NEW QUESTION # 41

Which of the following is a generic good practice in adopting and rolling out of a new test tool?

- **A. Define guidelines for the use of the tool**
- B. Consider the pros and cons of the various licensing models
- C. Understand how the tool can technically and organisationally be integrated into the software development lifecycle
- D. Identify opportunities for process improvement supported by the tool

**Answer: A**

Explanation:

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

The syllabus on Test Tool and Automation lists good practices for tool adoption and rollout, including establishing usage guidelines/standards so teams apply the tool consistently, effectively, and in alignment with the defined process and objectives. While Band Care also sensible activities in a broader adoption plan, the generic, universally applicable good practice emphasized in ISTQB materials is to define and communicate clear guidelines for tool use (roles, workflows, conventions, quality gates), backed by training and a measured rollout. D (licensing considerations) is a procurement detail and not a core "generic" practice highlighted for successful rollout.

Relevant syllabus areas: Test Tool and Automation-Tool selection, introduction, and successful deployment practices (guidelines, training, pilot, measured rollout, integration with process).

#### NEW QUESTION # 42

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

**Answer: A**

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 # 43

Which of the following is not something you should do when performing a Belbin assessment with an Agile team?

- **A. The team should not align the team's roles with the team's goals and expectations. These should be kept independent.**
- B. The team member roles should be balanced with the Belbin team roles model to identify any missing or overrepresented roles and adjust accordingly.
- C. Team members use a self-assessment questionnaire to identify their own strengths and weaknesses in relation to nine Belbin roles.
- D. Feedback is provided to the individual team members by another team member using the observer assessment questionnaire.

**Answer: A**

Explanation:

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

syllabus:

The syllabus introduces Belbin team roles as a tool to balance roles in a team and improve collaboration. It notes the use of self-assessment and observer feedback and stresses aligning team composition and role usage with the team's goals and context. Therefore, statement D is incorrect: teams should align roles with team goals and expectations; keeping them "independent" runs counter to the intended use of Belbin roles in Agile teams.

(ISTQB CTAL-TM v3.0 - Chapter "People Skills - Team Composition": Belbin roles, use of self/observer assessments, and aligning role mix with team goals.)

#### NEW QUESTION # 44

Three exit criteria have been defined for a project:

- A. Criteria A = NOT OK, criteria B = NOT OK, criteria C = NOT OK
- B. Criteria A = OK, criteria B = OK, criteria C = OK
- C. Criteria A = NOT OK, criteria B = NOT OK, criteria C = OK
- D. Number of defects per test case is less than 0.5 The first week of the testing has shown the following results (Mon-Fri): Defects Found = 21 (3+4+2+5+7) Defects Fixed = 8 (0+2+2+3+1) Tests Run = 43 (10+3+20+5+5) Tests Passed = 24 (5+3+15+0+1)
- E. Test cases passed is more than 70%
- F. Criteria A = OK, criteria B = NOT OK, criteria C = NOT OK
- G. Number of outstanding defects is less than 5

**Answer: G**

Explanation:

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

Pass rate =  $24/43 = 55.8\%$  #less than 70% #A = NOT OK.

Outstanding defects =  $21 - 8 = 13$  #not less than 5 #B = NOT OK.

Defects per test case =  $21/43 \approx 0.49$  #less than 0.5 #C = OK. The syllabus (Test Monitoring and Reporting) specifies using quantitative measures such as pass/fail rates, defect status (open vs. fixed), and defect detection metrics against exit criteria to evaluate test completion and readiness for release. These measures are used to decide whether exit criteria are met and to trigger control actions where they are not.

#### NEW QUESTION # 45

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