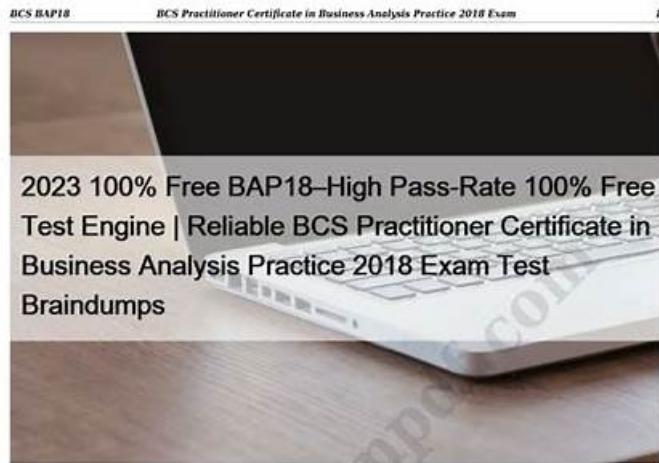


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BCS TM3 Exam Syllabus Topics:

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 (Q28-Q33):

NEW QUESTION # 28

Which of the following statements about test management activities for an iterative development model is false?

- A. The test approach is embedded within iterations, with a focus on adaptability and feedback.
- B. With testware the focus is on acceptance criteria and definition of done. The level of documentation is minimal.
- **C. Reporting is done at project milestones.**
- D. Roles are integrated; facilitator or coach typically replace the traditional test manager.

Answer: C

Explanation:

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

In iterative/Agile contexts (Chapter:Test Management in the Organization), the syllabus emphasizes:

A: Testware tends to be lean; focus is on acceptance criteria and the definition of done; documentation is often minimal but sufficient.

B: The test approach is integrated within iterations, emphasizing adaptability, continuous feedback, and close collaboration.

D: Traditional, centralized "test manager" roles are often evolved or distributed; responsibilities may be shared across the team, with a facilitator/coach (e.g., Scrum Master/Agile coach) supporting quality practices.

C is false because in iterative models reporting is continuous and occurs every iteration (e.g., sprint reviews, daily information radiators), not only at traditional project milestones typical of sequential models. (Reference:

CTAL-TM v3.0 Syllabus - Chapter "Test Management in the Organization", sections on Agile/iterative test management, roles,

minimal documentation, and iterative reporting.)

NEW QUESTION # 29

In an Agile context, defects are often fixed without writing a formal defect report. However, there are some conditions where it is good practice to write a defect report, even in an Agile context.

When is a defect report typically not written in an Agile context?

- A. A defect that cannot be solved in the same iteration
- B. A defect that is blocking other iteration activities and cannot be immediately solved
- **C. A defect that is found for a high-priority user story**
- D. A defect that must be resolved by or in co-operation with other teams

Answer: C

Explanation:

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

Same rationale as Q35. In Agile, no formal defect report is typically created when the team can fix the issue immediately and maintain flow (e.g., defect on a high-priority user story that is quickly addressed). Formal reports are encouraged when blocking, spanning iterations, or requiring cross-teamwork for visibility / traceability. Refer to CTAL-TM v3.0, Chapter 5 on defect management and Agile reporting considerations.

NEW QUESTION # 30

Three exit criteria have been defined for a project:

- A. Test cases passed is more than 70%
- B. 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)
- C. Criteria A = OK, criteria B = NOT OK, criteria C = NOT OK
- D. Criteria A = NOT OK, criteria B = NOT OK, criteria C = NOT OK
- E. Criteria A = NOT OK, criteria B = NOT OK, criteria C = OK
- **F. Number of outstanding defects is less than 5**
- G. Criteria A = OK, criteria B = OK, criteria C = OK

Answer: F

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 # 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 # 31

A project has been running for a few months and the team does not seem to be making progress in their test approach. The team also lacks drive and enthusiasm and is sometimes seen to be performing their tasks too slowly. You have been asked to recruit an extra person into the team. In addition to introducing the new team member, you have decided to raise motivation.

Which of the actions listed below would most likely result in the opposite, a de-motivation of the team?

- A. Criticising testers only in private when they made a mistake during their test activities.
- B. Providing adequate rewards to the testers when they have done an outstanding job.
- C. Organising a meeting with senior management in which senior management addresses the importance of good testing for this project.

- D. Constantly prescribing overtime to the testers so that they will be accustomed to perform extra hours when necessary.

Answer: D

Explanation:

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

The syllabus addresses motivators and de-motivators in test teams. Sustained mandatory overtime is explicitly highlighted as a de-motivator, leading to burnout, reduced morale, and lower quality over time. In contrast, private, constructive feedback, recognition/reward, and visible management support are listed as practices that can improve motivation. Hence, constantly prescribing overtime (B) is the option most likely to de-motivate the team.

(ISTQB CTAL-TM v3.0 - Chapter "People Skills - Team Composition": motivation and de-motivation factors; effects of overwork, recognition, supportive leadership, and constructive feedback.)

NEW QUESTION # 32

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

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

Answer: D

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 # 33

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