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## Sample Exam – Answers

Sample Exam Set A  
v1.0

### ISTQB® Agile Test Leadership at Scale (ATLaS) Syllabus

#### Advanced Level

Compatible with Syllabus v1.0 and Body of Knowledge v1.0

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International Software Testing Qualifications Board

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Version 1.0 MVP	Released May 13, 2022
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## ISTQB CTAL\_TM\_001 Exam Syllabus Topics:

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

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

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## ISTQB Certified Tester Advanced Level - Test Manager Sample Questions (Q54-Q59):

### NEW QUESTION # 54

When, at a minimum, should project risks be re-evaluated? [1]

- A. At the beginning of the test execution phase
- B. During the creation of the test plan
- **C. At major project milestones**
- D. Prior to test case creation

**Answer: C**

### NEW QUESTION # 55

The test improvement project will take place in an organization developing a safety-critical avionics application. Which one of the following standards do you believe would be most appropriate to take into account for compliance during your assignment? 1 credit

- **A. DO-178B**
- B. BS 7925/2
- C. ISO 9126
- D. IEEE 829

**Answer: A**

### NEW QUESTION # 56

The teams are two days away from the end of the current iteration. The rate at which users have been reporting defects has been trending upward in the last few weeks and so far during this latest iteration has shown another increase.

The scrum master of the team responsible for most defects has asked you for ideas about how to perform the next retrospective in

order to learn the appropriate lessons.

You have suggested that they should provide the retrospective meeting with a breakdown, by nature and severity, of the defects relevant to that team.

Assuming that this is done, which next three steps of the retrospective will be MOST effective?

- A. Review its goal and agenda, then analyse the data, then define an improvement plan
- B. Review its goal and agenda, then analyse the data, using root cause analysis where the data indicate that this might be worthwhile
- **C. Analyse the data, using root cause analysis where the data indicates that this might be worthwhile, then derive and prioritise ideas for improvement**
- D. Review its goal and agenda, then collect the relevant data, then analyse the data

**Answer: C**

Explanation:

In Agile retrospectives, after defining the objective and collecting data (already done in this case), the key steps are analyzing the root causes and defining improvement actions. This aligns with the principle of continuous improvement in Agile.

ISTQB mentions root cause analysis and the use of retrospectives to refine processes and improve quality outcomes.

### NEW QUESTION # 57

Which of the following are Test Closure activities?

- a All results lodged in configuration management system - for example test plans, results, logs, reports.
- b. Plans in place for lessons to be learnt to ensure that good practices are repeated and poor practices are not.
- c. Checks undertaken to ensure that all test work is completed - all tests executed or skipped, all defects managed to appropriate conclusion.
- d. All project closure activities completed - for example customer training completed, and analysis of vendor performance undertaken.
- e. AM testing work products delivered to those that need them - for example environments/ regression test sets passed to maintenance.
- f. Checks undertaken to ensure that all tests have been executed, with all defects confirmed as fixed by retesting.

SELECT ONE OPTION

- **A. a, b, c and e**
- B. b, c, d and e.
- C. a, b, e and f
- D. a, c, d and f

**Answer: A**

### NEW QUESTION # 58

You have just joined a medium-sized company as a senior Test Manager. You would like to take a more proactive approach to process improvement than this company has done in the past. The company uses the V-model as its software development lifecycle. The list below shows five items that are not currently captured on defect reports from dynamic testing.

Which TWO of these items will be MOST useful for identifying potential test process improvements?

- A. The level of testing which found the defect
- B. The component or subsystem in which the defect was found
- **C. The lifecycle activity in which the defect was created**
- **D. The type of the defect, from a defect taxonomy**
- E. The risks involved in fixing the defect

**Answer: C,D**

Explanation:

\* B (Type from taxonomy): Helps identify defect patterns (e.g., design vs. coding errors) for process targeting.

\* E (Lifecycle activity): Knowing when a defect was introduced enables root cause analysis and preventive actions.

"Defect classification and root cause analysis provide input to process improvement by identifying where and why defects are introduced."

-ISTQB CTFL Syllabus 2018, Section 5.6

**NEW QUESTION # 59**

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