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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q17-Q22):

NEW QUESTION # 17
Ability to act with confidence is an important skill for a person to perform successfully in a project or team.
To which area of competence does "ability to act with confidence" belong?

- A. Personal competence
- B. Professional competence
- C. Social competence
- D. Methodological competence

Answer: A

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
In People Skills - Team Composition, the syllabus distinguishes four competence areas. Personal competence covers attributes such as self-confidence, resilience, self-management, and ownership-traits related to how an individual conducts themselves. "Ability to act with confidence" is therefore categorized under personal competence, not methodological (techniques), professional (domain/technical knowledge), or social (interaction with others).
(ISTQB CTAL-TM v3.0 - Chapter "People Skills - Team Composition": competence categories and examples; self-confidence falls under personal competence.)

NEW QUESTION # 18
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. Training on-the-job
- B. Peer learning
- C. Training and education
- D. Self-study

Answer: D

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 # 19
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. Test condition 2
- B. Test condition 3
- C. Test condition 1
- D. None, all meet the stated exit criteria

Answer: A

Explanation:
The syllabus explicitly states thatexit criteriamust 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 5Test 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
Sincetest condition 2 still has critical tests not yet executed, thedefined exit criteria are not fulfilled, and therefore a release decision should not be approved.

NEW QUESTION # 20
You are working as a test manager at a company that develops software applications for the mobile domain.
The organisation has recently been assessed against TMMi. This assessment showed that the company is a TMMi level 1 organisation. The projects use the V-model lifecycle and an independent test team exists. The test team consists of both experienced and novice testers. The team has not yet been formally trained in testing, but an ISTQB Foundation course is scheduled to take place in two months.
In your role as a test manager working in the independent test team, you have recently performed a risk assessment for a mobile software application to be developed. You want the features that have been identified as major risks to be tested more thoroughly. Which test practice would you propose to mitigate the identified major product risks?

- A. Create pairs of developers and testers to test the features with the highest risk levels together
- B. Start a test improvement project to achieve TMMi level 2
- C. Use test design techniques such as equivalence partitioning and decision table testing
- D. Assign the most experienced testers to test the features with the highest risk levels

Answer: D

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
The syllabus advises thatrisk mitigationincludes allocatingstronger capability and more efforttohigh-riskareas (e.g., by assigningmore experienced testersand more intensive testing to those features). In alow-maturity (TMMi level 1)context withnovice testers not yet trained, immediately deployingexperienced testersto high- risk items is the most practical and effective step to achievedeeper, more reliable testing.
Option B would be beneficial, but without formal training yet, immediate effectiveness is uncertain.
Option C is a longer-term improvement initiative, not a direct immediate mitigation for the current project risks.
Reference: ISTQB CTAL-TM v3.0 Syllabus, Chapter 4 (Risk-Based Testing) onallocating test effort and expertise according to product risk; Chapter 3 (Test Planning) onresourcing high-risk areasfirst.

NEW QUESTION # 21
Management is sceptical regarding the budget request (€25,000) for the next testing project. You are asked for a cost-benefit calculation. Based on historical data from several projects, you have come up with the following numbers:
Average prevention cost per defect: €200
Average cost of detection per defect: €400
Average cost of internal failure: €150
Average cost of external failure: €2,500
Expected number of defects to be found in this project during testing: 50 What is the result for the expected cost-benefit calculation for the upcoming project?

- A. €62,500
- B. €87,500

- C. €92,500
- D. €72,500

Answer: B

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
Per the syllabus, when building a business case using the cost of quality model, compare the avoided external failure costs with the sum of relevant pre-release costs (prevention, detection/appraisal, and internal failure). For
50 expected defects found in testing:
Avoided external failure cost = 50 × €2,500 = €125,000
Pre-release costs per defect = €200 (prevention) + €400 (detection) + €150 (internal failure) = €750 Total pre-release costs = 50 × €750 = €37,500 Net benefit (cost-benefit) = €125,000 # €37,500 = €87,500 This computation follows the syllabus' guidance to quantify both costs (prevention, detection, internal failure) and benefits (external failures avoided) to demonstrate the economic value of testing.

NEW QUESTION # 22

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