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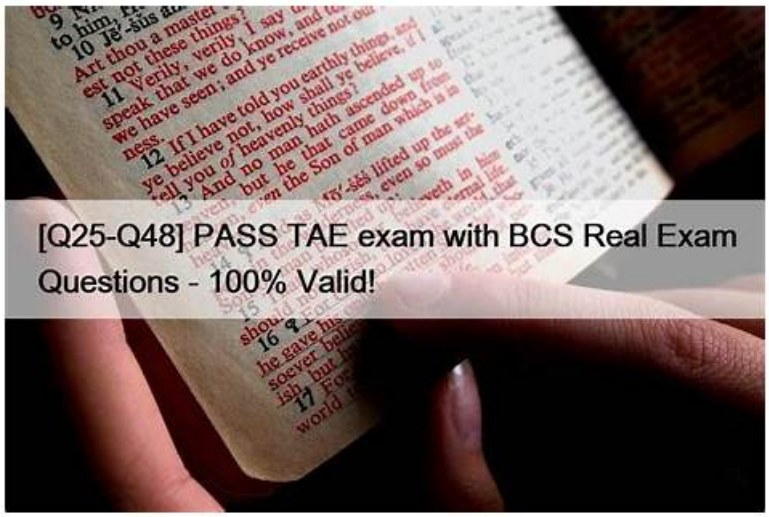

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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q24-Q29):

NEW QUESTION # 24
You are a tester working in an Agile team for the tax office. Developers on the team have been trained and are experienced in component testing, including various types of code coverage and reviews. The test policy has a clear statement that shift-left is a main focus in trying to achieve software quality. The team is currently developing a new version of the critical income tax application. Which test activities would you propose to mitigate the risks for the most critical features in the new version of the income tax application?

- A. Introduce code reviews and statement coverage criteria
- B. Introduce IEC 61508 as a standard to follow, prescribing the test techniques and required level of coverage
- C. Introduce formal test design techniques, e.g., decision tables and equivalence partitioning, during system testing

- D. Define strict entry and exit criteria between the various test levels

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
The syllabus emphasizes applyingappropriate test design techniquesbased onriskandtest level. In an Agile, shift-left context where developers already performcomponent testingwithcoverage and reviews, the incremental risk mitigation forcritical business featuresatsystem levelcomes from applyingsystem-appropriate formal test design techniques(e.g.,equivalence partitioning, boundary value analysis, decision tables) to ensure thorough functional coverage of critical logic and business rules.
Option A (strict entry/exit criteria) is a control mechanism but does not directly enhance thoroughness for critical features.
Option B (IEC 61508) is asafetystandard not appropriate for a tax application and would be disproportionate.
Reference: ISTQB CTAL-TM v3.0 Syllabus, Chapter 3 (Test Planning, Monitoring, and Control) on selectingtest design techniquesby level and risk; Chapter 4 (Risk-Based Testing) on focusingadditional test design rigoronhigh-riskfeatures; Agile testing alignment in the syllabus sections that highlightshift-leftand tailoring practices per level.

NEW QUESTION # 25
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. The number of user issues reported in the first 3 months after going live shall be less than an average of 1 per week
- B. During component testing a statement coverage of 90% shall be achieved
- C. At least three weeks of system testing shall be performed and no major defects will be outstanding before going live
- D. All defined requirements shall be implemented and function without problems

Answer: A

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 beSMART:Specific, Measurable, Achievable, Relevant, and Time- bound. OptionCis 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").
Ais not measurable ("...without problems" is vague).
Bis 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 # 26
During which test planning task are the test design techniques to be applied during the project, identified and selected?

- A. Identify risk treatment approaches
- B. Understand the context and organise test planning
- C. Define test approach, and estimate and allocate resources
- D. Establish test plan

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
In theTest Planningactivities of the CTAL-TM v3.0 syllabus (Chapter 3), the selection oftest design techniquesis part of defining thetest approach. The syllabus describes that when thetest manager defines the test approach, they determinehowtesting will be performed, including thetest design techniquesto be used, and align resources and estimates accordingly.

The earlier tasks in planning set the stage (understanding context and organization) and address risk treatment choices, while theestablish test plantask documents and baselines the already chosen approach and decisions.
Why the other options are incorrect:
A). Understand the context and organise test planning- This task focuses on analyzing the test context, stakeholders, constraints, and organizational aspects to prepare for planning; it does not yet select specifictest design techniques.
B). Identify risk treatment approaches- This task deals with how risks will be addressed (e.g., through mitigation, contingency, or targeted testing focus); it informs priorities but does not itself selecttest design techniques.
D). Establish test plan- This task records and baselines the plan (including approach and techniques already chosen). The selection of techniques has already occurred when defining the approach.
References (ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus):
Chapter 3:Test Planning, Monitoring, and Control- subsection describingtest planning tasksand the activity todefine the test approach(which includes selectingtest design techniques), followed by estimation/resource allocation and subsequent establishment of thetest plan.

NEW QUESTION # 27
You are a process improver and have decided to use the data from the defect management system to identify and drive improvement actions... Which of the following options could have been identified as missing from the defect reports to be used for process improvement?

- A. The status of the defect
- B. The software lifecycle phase in which the defect was detected
- C. The priority to fix the problem
- D. Steps to reproduce the failure, along with the actual and expected results

Answer: B

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
Forprocess improvement and root-cause analysis, the syllabus highlights the value ofdefect origin and detection phase datato evaluatewhere defects are injected and where they are detected, calculate removal effectiveness, and focus improvements (e.g., earlier-phase prevention or reviews). Thelifecycle phase detectedenables meaningful analysis ofphase containment, trends, and improvement targets; the other fields are useful operationally but less pivotal fororganizational/process improvement analytics(Chapter 2: Test Management in the Organization - improvement approaches using defect data; Chapter 5: Reporting and analysis of defect trends).

NEW QUESTION # 28
During a test process improvement initiative, defect information is gathered to perform defect cluster analysis.
Which aspect is most likely being targeted for improvement?

- A. To improve the defect removal efficiency.
- B. To minimise the costs associated with defects.
- C. To reduce the total number of defects.
- D. To better understand risk and focus testing, as part of risk-based testing.

Answer: D

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
Defect clustering (e.g., Pareto-style concentration of defects in certain components) is used to informrisk- based testingso that testing can beprioritized and focused on the riskiest areasof the product. In the CTAL-TM v3 syllabus, the test manager uses defect data and trends toprioritize test effort, allocate test depth/techniques where risk is higher, and provide traceable justification in planning and control (Chapter 4: Risk-Based Testing and effort allocation; Chapter 3: Test Planning - using historical/defect data to shape the approach and focus).

NEW QUESTION # 29

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