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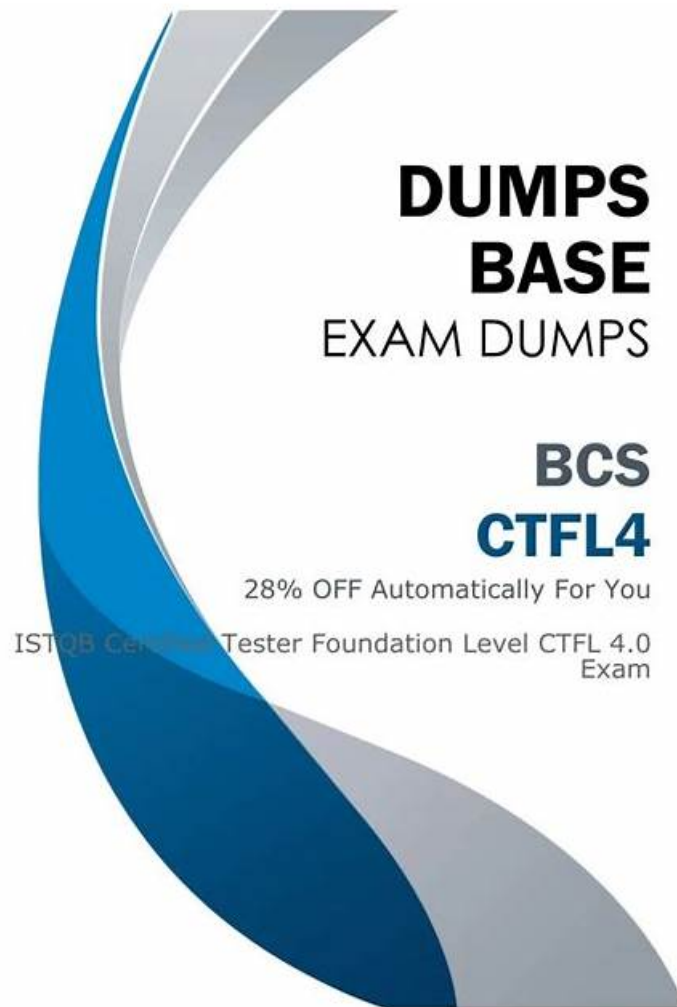

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BCS CTFL4 Exam Syllabus Topics:

Topic	Details
Topic 1	• Testing Throughout the Software Development Lifecycle: This topic explains how testing is incorporated into different development approaches. It also focuses on the concepts of test-first approaches.
Topic 2	• Static Testing: The topic covers static testing basics, the feedback and review process.
Topic 3	• Managing the Test Activities: This topic explains how to plan tests in general, monitor and control test activities, and report defects in a clear and understandable way.

BCS ISTQB Certified Tester Foundation Level CTFL 4.0 Sample Questions (Q178-Q183):

NEW QUESTION # 178
Which of the following is not an example of a typical generic skill required for testing?

- A. Be able to apply test-driven development
- B. Be able to communicate defects and failures to developers as objectively as possible
- C. Possess the necessary social skills that support effective teamwork
- D. Be able to use test management tools and defect tracking tools

Answer: A

Explanation:
Test-driven development is not an example of a typical generic skill required for testing, but rather an example of a specific technical skill or a development practice that may or may not be relevant for testing, depending on the context and the objectives of the testing activities. Test-driven development is an approach to software development and testing, in which the developers write automated unit tests before writing the source code, and then refactor the code until the tests pass. Test-driven development can help to improve the quality, the design, and the maintainability of the code, as well as to provide fast feedback and guidance for the developers. However, test-driven development is not a skill that is generally expected or needed for testers, especially for testers who are not involved in unit testing or who do not have access to the source code. The other options are examples of typical generic skills required for testing, which are skills that are applicable and beneficial for testing in any context or situation, regardless of the specific testing techniques, tools, or methods used. The typical generic skills required for testing include:
Be able to use test management tools and defect tracking tools: These are tools that help testers to plan, organize, monitor, and control the testing activities and resources, as well as to record, track, analyze, and resolve the defects detected during testing. These tools can improve the efficiency, the effectiveness, and the communication of the testing process, as well as to provide traceability, metrics, and reports for the testing outcomes.
Be able to communicate defects and failures to developers as objectively as possible: This is a skill that involves the ability to report and describe the defects and failures found during testing in a clear, concise, accurate, and unbiased manner, using relevant information, evidence, and terminology, without making assumptions, judgments, or accusations. This skill can facilitate the collaboration, the understanding, and the resolution of the defects and failures between the testers and the developers, as well as to prevent conflicts, misunderstandings, or blame games.
Possess the necessary social skills that support effective teamwork: These are skills that involve the ability to interact, cooperate, and coordinate with other people involved in or affected by the testing activities, such as the test manager, the test team, the project manager, the developers, the customers, the users, etc. These skills can include communication, negotiation, leadership, motivation, feedback, conflict resolution, etc. These skills can enhance the quality, the productivity, and the satisfaction of the testing process, as well as to foster a positive and constructive testing culture. Reference: ISTQB Certified Tester Foundation Level (CTFL) v4.0 sources and documents:
ISTQB Certified Tester Foundation Level Syllabus v4.0, Chapter 1.1.1, Testing and the Software Development Lifecycle ISTQB Certified Tester Foundation Level Syllabus v4.0, Chapter 1.1.2, Testing and Quality ISTQB Certified Tester Foundation Level Syllabus v4.0, Chapter 1.2.1, Testing Principles ISTQB Certified Tester Foundation Level Syllabus v4.0, Chapter 1.2.2, Testing

Policies, Strategies, and Test Approaches ISTQB Glossary of Testing Terms v4.0, Test-driven Development, Test Management Tool, Defect Tracking Tool, Defect Report, Failure, Social Skill2

NEW QUESTION # 179
Which of the following is not an example of a typical content of a test completion report for a test project?

- A. The unexpected test environment downtime that resulted in slower test execution
- B. The test procedures of all test cases that have been executed
- C. The additional effort spent on test execution compared to what was planned
- D. The residual risk level if a risk-based test approach was adopted

Answer: B

Explanation:
This answer is correct because the test procedures of all test cases that have been executed are not a typical content of a test completion report for a test project. A test completion report is a document that summarizes the test activities and results at the end of a test project. It usually includes information such as the test objectives, scope, approach, resources, schedule, results, deviations, issues, risks, lessons learned, and recommendations for improvement. The test procedures of all test cases that have been executed are part of the test documentation, but they are not relevant for the test completion report, as they do not provide a high-level overview of the test project outcomes and performance. Reference: ISTQB Foundation Level Syllabus v4.0, Section 2.5.3.2

NEW QUESTION # 180
A company wants to reward each of its salespeople with an annual bonus that represents the sum of all the bonuses accumulated for every single sale made by that salesperson. The bonus for a single sale can take on the following four values: 3%, 5%, 7% and 10% (the percentage refers to the amount of the single sale).
These values are determined on the basis of the type of customer (classified as "Basic" or "Premium") to which such sale was made, and on the amount of such sale classified into the following three groups G1, G2 and G3:
* [G1]: less than 300 euros
* [G2]: between 300 and 2000 euros
* [G3]: greater than 2000 euros
Which of the following is the minimum number of test cases needed to cover the full decision table associated with this scenario?

- A. 0
- B. 1
- C. 2
- D. 3

Answer: A

Explanation:
The minimum number of test cases needed to cover the full decision table associated with this scenario is 6.
This is because the decision table has 4 conditions (type of customer and amount of sale) and 4 actions (bonus percentage). The conditions have 2 possible values each (Basic or Premium, and G1, G2 or G3), so the total number of combinations is 2 x 2 x 2 x 2 = 16. However, not all combinations are valid, as some of them are contradictory or impossible. For example, a sale cannot be both less than 300 euros and greater than 2000 euros at the same time. Therefore, we need to eliminate the invalid combinations and keep only the valid ones. The valid combinations are:
Type of customer
Amount of sale
Bonus percentage
Basic
G1
3%
Basic
G2
5%
Basic
G3
7%
Premium

G1
5%
Premium
G2
7%
Premium
G3
10%
These 6 combinations cover all the possible values of the conditions and actions, and they are the minimum number of test cases needed to cover the full decision table.
References: ISTQB Certified Tester Foundation Level (CTFL) v4.0 sources and documents,

NEW QUESTION # 181
What is test oracle?

- A. The source of lest objectives
- B. The source for the actual results
- C. The source of expected results
- D. The source of input conditions

Answer: C

Explanation:
A test oracle is a mechanism or principle that can be used to determine whether the observed behavior or output of a system under test is correct or not1. A test oracle can be based on various sources of expected results, such as specifications, user expectations, previous versions, comparable systems, etc2. Reference: ISTQB Certified Tester Foundation Level (CTFL) v4.0 Syllabus, Section 1.2.1, Page 91; ISTQB Glossary of Testing Terms, Version 4.0, Page 332.

NEW QUESTION # 182
Which ONE of the following options BEST describes a key characteristic of non-functional testing?

- A. Limiting non-functional testing to security testing and performance testing only.
- B. Conducting non-functional testing exclusively at the acceptance test level.
- C. Ensuring non-functional testing focuses only on user experience and usability.
- D. Performing non-functional testing starting at the system test level.

Answer: D

Explanation:
Comprehensive and Detailed In-Depth Explanation:Non-functional testing evaluates attributes like performance, security, and usability, which are typically assessed at thesystem test level or higher(A). It is not restricted to acceptance testing (B), goes beyond security and performance testing (C), and covers more than just user experience (D).

NEW QUESTION # 183
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