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Foundation Level Sample Exam

SET D (v1.4.1.1) – MASTER –

CTFL Syllabus Version v4.0

ISTQB® Certified Tester Foundation Level

Legal

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Revision History

Version	Date	Remarks
1.4.1	30.11.2024	GTB Edition based on ISTQB V.1.4 (not published)
1.4.1.1	13.03.2025	Update after editing by the proofreader and changes for CTFL 4.0.2 compatibility; correction of question 2; distractor d.);

Introduction

This is a sample exam. It helps candidates to prepare for the actual certification exam. Questions are included whose structure, layout and format are like a regular ISTQB®/ GTB Certified Tester Foundation Level exam. It is strictly forbidden to use the exam questions as content of a certification exam.

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4) Exactly one correct solution is expected for almost every question. The exceptions explicitly mention the possibility of multiple answers.

Exam notes

Number of questions: 40

Duration of the exam: 60 minutes

Total score: 40 (one point per question)

Score to pass the exam: 26 (or more)

Percentage of passing the exam: 65% (or more)

Question 1	FL-1.1.1	K1	Score 1.0

Which of the following is a typical test objective?

Please select ONE Option! (1 out of 4)

a)	Finding and fixing defects in the test object.	☐
b)	Maintaining effective communication with developers.	☐
c)	Validating that legal requirements have been met.	☐
d)	Building confidence in the quality of the test object.	☒

FL-1.1.1 (K1) Identify typical test objectives.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.1.1):

a) FALSE – Finding and fixing defects in the test object is not a typical test objective as although identifying defects is an objective of testing (see [CTFL 4.0], Section 1.1.1, 2nd bullet point, fixing defects is not a testing activity, only finding defects)

b) FALSE – Maintaining effective communications with developers is not a typical test objective as although it is useful in achieving other objectives of testing, such as providing stakeholders with information that enables them to make informed decisions, it is not a primary reason for performing testing.

c) FALSE – Validating that legal requirements have been met is not a typical test objective because validation is concerned with checking whether the system meets users' and other stakeholders' needs in its operational environment. Checking that legal requirements have been met is a form of verification.

d) CORRECT – Building confidence in the quality of the test object is achieved by executing tests that pass (see [CTFL 4.0], Section 1.1.1, 8th bullet point).

Question 2	FL-1.2.3	K2	Score 1.0

A designer documents a design for a user interface that does not suitably address disabled users because the designer is tired. The programmer implements the user interface in line with the design but as they are working under severe time pressure, they do not include suitable exception handling in their program code for bonus calculations. When the operational system is used, complaints are made by some disabled users about the interface and the company is subsequently fined by the relevant regulatory authority. No one notices that bonus calculations are sometimes incorrect.

Which of the following statements is CORRECT?

Please select ONE Option! (1 out of 4)

a)	The miscalculation of bonuses is a defect that occasionally occurs.	☐
b)	The fine received for failing to address some disabled users is a failure.	☐
c)	The programmer working under severe time pressure is a root cause.	☒
d)	The design of the user interface contains a failure caused directly by the designer.	☐

FL-1.2.3 (K2) Distinguish between root cause, error, defect, and failure.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.2.3):

a) FALSE – The miscalculation of bonuses is a failure by the system, not a defect.

b) FALSE – The system not suitably supporting disabled users is a failure which eventually results in a fine, but the fine itself is not a failure (it appears to be the correct functioning of the regulatory system).

c) CORRECT – The error is made by the programmer, and this mistake is caused by them working under severe time pressure, which is the root cause of the subsequent defect (see [CTFL 4.0], Section 1.2.3, 1st and 4th paragraph).

d) FALSE – According to the ISTQB CTFL 4.0 syllabus (section 1.2.3), a *failure* is a deviation from expected behavior that becomes apparent during the operation of a system (i.e., when the system is running and used by end users or stakeholders). A design document itself cannot directly include a failure, as it is a static work product. Rather, the design document includes a *defect* caused by the designer's *error* (due to tiredness), which later, when implemented, results in an operational *failure*. Therefore, this option incorrectly identifies the design defect as a failure rather than correctly identifying it as a defect.

Question 3	FL-1.3.1	K2	Score 1.0

Test conditions are being used by testers to generate test cases and execute tests. Even though the test conditions remain the same, the test cases are varied each time.

Which of the following 'principles of testing' is addressed through the variation of test cases?

Please select ONE Option! (1 out of 4)

a)	Tests wear out.	☒
b)	Absence-of-defects fallacy.	☐
c)	Early testing saves time and money.	☐
d)	Defects cluster together.	☐

FL-1.3.1 (K2) Explain the seven testing principles.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.3.1):

a) CORRECT – The 'tests wear out' principle is concerned with the idea that repeating identical tests on unaltered code is unlikely to uncover novel defects and therefore, modifying tests may be essential. By using test conditions to generate new tests each time, the tests will not be identical and the risk of the tests wearing out is reduced (see [CTFL 4.0], Section 1.3.1, 5th paragraph).

b) FALSE – The 'absence-of-defects fallacy' principle is concerned with ensuring that users' needs are fulfilled even if lots of testing is done and no defects are found (i.e., validation is also necessary). The use of test conditions to generate test cases and execute tests does not directly address this concern (see [CTFL 4.0], Section 1.3.1, 7th paragraph).

c) FALSE – The 'early testing saves time and money' principle is concerned with fixing defects early on to prevent the occurrence of subsequent defects in derived work products, thereby reducing costs and the likelihood of failures. This is typically addressed by starting to test (both static and dynamic) as early as possible, but this is not addressed by using test conditions to generate test cases and execute tests (see [CTFL 4.0], Section 1.3.1, 3rd paragraph).

d) FALSE – The 'Defects cluster together' principle is concerned with the distribution of defects in a system, which typically follows a Pareto distribution. The use of test conditions to generate test cases and execute tests does not address this concern, which is typically addressed by risk-based testing (see [CTFL 4.0], Section 1.3.1, 4th paragraph).

Question 4	FL-1.4.1	K2	Score 1.0

Given the following test tasks:

1. **Derive test cases from test conditions.**
2. **Identify reusable testware.**
3. **Organize test cases into test procedures.**
4. **Evaluate test basis and test object.**

And the following test activities:

A. Test analysis

B. Test design

C. Test implementation

D. Test completion

Which of the following BEST matches the tasks with the activities?

Please select ONE Option! (1 out of 4)

a)	1B, 2A, 3D, 4C	☐
b)	1B, 2D, 3C, 4A	☒
c)	1C, 2A, 3B, 4D	☐
d)	1C, 2D, 3A, 4B	☐

FL-1.4.1 (K2) Summarize the different test activities and tasks.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.4.1.):

Considering each of the listed test activities and their tasks:

a) Test analysis - To identify the features that require testing, the test basis is analyzed and defined as test conditions, which are then prioritized along with related risks. During this test analysis, defects in the test basis are typically uncovered, and the test object's testability may also be assessed (Task 4).
b) Test design - Involves using test conditions to create test cases and other necessary testware, such as test data requirements and test charters for exploratory testing (Task 1).
c) Test implementation - Test procedures, such as manual and automated test scripts, are created from test cases and may be assembled into test suites. Test procedures are prioritized and arranged in a test execution schedule (Task 3).
d) Test completion - Occurs at project milestones, such as release, end of iteration or end of test level. Testware is identified and archived or handed to the appropriate teams for reuse, the test environment is shut down, and the test activities are analyzed for lessons learned and future improvements (Task 2).

Thus:

a) FALSE

b) CORRECT – The CORRECT match is: 1B, 2D, 3C, 4A

- **1B:** Test Design includes deriving test cases from test conditions.
- **2D:** Test Closure includes identifying reusable testware.
- **3C:** Test Implementation organizes test cases into test procedures.
- **4A:** Test Analysis evaluates the test basis and the test object.

c) FALSE

d) FALSE

Question 5	FL-1.4.3	K2	Score 1.0

Which of the following BEST shows the testware produced as a result of performing test implementation?

Please select ONE Option! (1 out of 4)

a)	Test completion report	☐
b)	Data held in a database used for test inputs and expected results.	☒
c)	The list of elements needed to build the test environment.	☐
d)	Test cases	☐

FL-1.4.3 (K2) Differentiate the testware that supports the test activities.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.4.3):

Test implementation produces the following outputs: test procedures (iv), automated test scripts, test suites, test data (ii), test execution schedule, and test environment elements such as stubs, drivers, simulators, and service virtualizations.

Considering each of the listed testware, and the test activity that produces it:

a) FALSE – The test completion report is a result of the test completion activity, not test implementation (see [CTFL 4.0], Section 1.4.3, 7th bullet point). The test completion report is an output of the test completion activity.

b) CORRECT – Test data, such as data in a database used for test inputs and expected results, is a result of the test implementation activity (see [CTFL 4.0], Section 1.4.3, 5th bullet point).

c) FALSE – Test environment requirements, including the list of items required to set up the test environment, are a result of the test design activity (see [CTFL 4.0], Section 1.4.3, 4th bulletpoint).

d) FALSE – Test cases are a result of the test design activity, not test implementation (see [CTFL 4.0], Section 1.4.3, 4th bullet point).

Question 6	FL-1.4.5	K2	Score 1.0

Which of the following is MOST likely to describe a task performed by someone in a test management role?

Please select ONE Option! (1 out of 4)

a)	Evaluate test basis and test object.	☐
b)	Define test environment requirements.	☐
c)	Assess testability of test object.	☐
d)	Create test completion report.	☒

FL-1.4.5 (K2) Compare the different roles in testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.4.5):

a) FALSE – Evaluating the test basis for defects and the test object for testability is typically done during test analysis and is part of the responsibilities of the test role, focusing on technical and engineering aspects of testing (see [CTFL 4.0], Section 1.4.5, 3rd paragraph).

b) FALSE – Defining test environment requirements is part of the test role's responsibilities during test design. It is not typically covered by the test management role (see [CTFL 4.0], Section 1.4.5, 4th paragraph).

c) FALSE – Assessing the testability of a test object is also typically done by the test role during test analysis and is not a primary task of the test management role. (see [CTFL 4.0], Section 1.4.5, 3rd paragraph). The testing role is primarily responsible for the technical and engineering aspects of testing.

d) CORRECT – The test management role includes activities related to test planning, test monitoring and control, and test closure. Creating the test completion report is a key task of the test management role as part of the test closure activity (see [CTFL 4.0], Section 1.4.5, 2nd paragraph).

Question 7	FL-1.5.2	K1	Score 1.0

Which of the following is an advantage of the whole team approach?

Please select ONE Option! (1 out of 4)

a)	Improved communication between team members.	☒
b)	Decreased individual accountability for quality.	☐
c)	Faster deployment of deliverables to the end users.	☐
d)	Reduced collaboration with external business users.	☐

FL-1.5.2 (K1) Recall the advantages of the whole team approach.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.5.2):

a) CORRECT – The Whole-Team Approach fosters strong communication and collaboration between team members, which is a significant benefit (see [CTFL 4.0], Section 1.5.2, 2nd paragraph).

b) FALSE – The Whole-Team Approach emphasizes collective responsibility for quality, with each team member remaining equally responsible for it (see [CTFL 4.0], Section 1.5.2, 2nd paragraph).

c) FALSE – The Whole-Team Approach focuses on delivering higher-quality outcomes but does not necessarily result in faster delivery to end users (see [CTFL 4.0], Section 1.5.2, 4th paragraph).4.0], Section 1.5.2, 2nd paragraph).

d) FALSE – In the Whole-Team Approach, testers collaborate closely with business representatives, e.g., for acceptance testing. There is no indication that the approach reduces collaboration with external business users (see [CTFL 4.0], Section 1.5.2, 2nd paragraph).

Question 8	FL-1.5.3	K2	Score 1.0

Which following benefits and drawbacks of the independence of testing are TWO likely to be considered benefit?

Please select TWO Options! (2 out of 5)

a)	The testers work in a different location from the developers.	☐
b)	Testers question the assumptions programmers make while writing code.	☒
c)	A confrontational dynamic has been established between testers and developers.	☐
d)	Developers have convinced themselves that testers are mostly accountable for quality.	☐
e)	Testers have different biases than those held by the developers.	☒

FL-1.5.3 (K2) Distinguish the benefits and drawbacks of independence of testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 1.5.3):

a) FALSE – Physical separation between testers and developers can hinder collaboration and is considered a disadvantage.

b) CORRECT – Testers often have different perspectives and can challenge assumptions and specifications, increasing the likelihood of detecting defects and issues (see [CTFL 4.0], Section 1.5.3, 3rd paragraph). Thus, this is an advantage.

c) FALSE – A confrontational relationship between testers and developers is a drawback of independence, as it can hinder collaboration and communication.

d) FALSE – If developers shift the responsibility for quality onto testers, it is a drawback of independence, as this can negatively affect overall system quality.

e) CORRECT. Testers and developers have different technical backgrounds and cognitive biases, allowing testers to detect issues that developers might miss (see [CTFL 4.0], Section 1.5.3, 3rd paragraph).

Question 9	FL-2.1.2	K1	Score 1.0

Which of the following is a good testing practice that applies to all software development lifecycles?

Please select ONE Option! (1 out of 4)

a)	Each test level has specific and distinct test objectives.	☒
b)	Test implementation and execution for a given test level should start during the corresponding development phase.	☐
c)	Testers should start test design as soon as drafts of the relevant work products become available.	☐
d)	Every dynamic testing activity has a corresponding static testing activity.	☐

FL-2.1.2 (K1) Recall good testing practices that apply to all software development lifecycles.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 2.1.2):

a) CORRECT – Each test level has specific and unique objectives to ensure different aspects of the test object are tested. Overlapping objectives could lead to unnecessary duplication (see [CTFL 4.0], Section 2.1.2, 2nd paragraph).

b) FALSE – While test analysis and design should begin early, test implementation usually starts later, and test execution occurs during the test level.

c) FALSE – Test design should not be based on early drafts but on a stable and agreed-upon test basis to avoid wasted effort if the design changes.

d) FALSE – There is no direct symmetry between dynamic and static testing activities. Some static testing activities, such as static analysis, do not have an obvious dynamic equivalent.

Question 10	FL-2.1.3	K1	Score 1.0

Which of the folloing is an example of a test-first approach to development?

Please select ONE Option! (1 out of 4)

a)	Behavior-Driven Development	☒
b)	Test Level Driven Development	☐
c)	Function-Driven Development	☐
d)	Performance-Driven Development	☐

FL-2.1.3 (K1) Recall the examples of test-first approaches to development.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 2.1.3):

a) CORRECT – Behavior-Driven Development (BDD) is a well-known example of a test-driven development approach (see [CTFL 4.0], Section 2.1.3, 3rd paragraph).

b) FALSE – Test-Level Driven Development is not an example of a test-driven development approach.

c) FALSE – Function-Driven Development is not an example of a test-driven development approach.

d) FALSE – Performance-Driven Development is not an example of a test-driven development approach.

Question 11	FL-2.1.4	K2	Score 1.0

Which of the following is MOST likely to be a challenge encountered when implementing DevOps?

Please select ONE Option! (1 out of 4)

a)	Making sure that non-functional quality characteristics are not overlooked.	☐
b)	Managing continuously changing test environments.	☐
c)	The need for more manual testers with suitable experience.	☐
d)	Setting up the test automation as part of the delivery pipeline.	☒

FL-2.1.4 (K2) Summarize how DevOps might have an impact on testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 2.1.4):

a) FALSE – DevOps generally increases visibility into non-functional quality attributes like performance and reliability, making this less of a challenge.

b) FALSE – Automated processes such as Continuous Integration/Continuous Delivery (CI/CD) used in DevOps help stabilize test environments, mitigating this issue.

c) FALSE – DevOps typically reduces the need for manual testing due to its emphasis on automation.

d) CORRECT – A significant challenge in implementing DevOps is setting up and maintaining test automation as an integral part of the delivery pipeline, including the introduction and maintenance of CI/CD tools (see [CTFL 4.0], Section 2.1.4, 3rd paragraph).

Question 12	FL-2.1.6	K2	Score 1.0

Which of the following BEST describes retrospectives?

Please select ONE Option! (1 out of 4)

a)	Retrospectives allow team members to identify other team members who did not fully contribute to achieving quality as required by the whole-team approach.	☐
b)	Retrospectives give testers an opportunity to identify activities that were successful so that these are retained when potential improvements are made in the future.	☒
c)	Retrospectives are venues where agile team members are allowed to voice their concerns about management and customers in a blame-free environment.	☐
d)	Retrospectives give agile team members a forum where they focus on discussing the plan and technical decisions for the next iteration.	☐

FL-2.1.6 (K1) Explain how retrospectives can be used as a mechanism for process improvement.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 2.1.6):

a) FALSE – Retrospectives enhance team bonding and collaboration by sharing issues and improving work practices. Naming individuals who did not contribute to quality does not support team bonding or collaboration.

b) CORRECT – Retrospectives allow teams to discuss successful aspects of the project that should be retained and areas for improvement (see [CTFL 4.0], Section 2.1.6, 1st paragraph, bullet points).

c) FALSE – Retrospectives focus on process improvement and are not platforms for criticism or venting concerns about management and customers.

d) FALSE – Retrospectives focus on discussing quality-related issues from the current iteration. Planning and technical decision-making occur in the iteration planning meeting.

Question 13	FL-2.2.2	K2	Score 1.0

Which of the following tests is MOST likely to be performed as part of functional testing?

Please select ONE Option! (1 out of 4)

a)	The test checks that the sort function puts the elements of the list or array in ascending order.	☒
b)	The test checks whether the sort function completes sorting within one second of starting.	☐
c)	The test checks how easily the sort function can be changed from sorting ascending to sorting descending.	☐
d)	The test checks that the sort function still functions correctly when moved from a 32-bit to a 64-bit architecture.	☐

FL-2.2.2 (K1) Distinguish the different test types.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 2.2.2):

a) CORRECT – Verifying whether the sorting function correctly sorts elements evaluates the functional correctness of the function, which is part of functional testing (see [CTFL 4.0], Section 2.2.2, 2nd paragraph).

b) FALSE – Evaluating whether the sorting function meets a non-functional requirement, such as speed (within one second), is part of performance testing, which falls under non-functional testing.

c) FALSE – Assessing the ease of modification, such as switching from ascending to descending order, is a maintainability test, which is part of non-functional testing.

d) FALSE – Evaluating adaptability during porting between different architectures is part of portability testing, which falls under non-functional testing.

Question 14	FL-2.3.1	K2	Score 1.0

Which of the following is MOST likely to be a trigger that leads to maintenance testing of a currency exchange system?

Please select ONE Option! (1 out of 4)

a)	The developers reported that changing the currency exchange system was difficult and the testers decided to check if this was true.	☐
b)	The refund option of the currency exchange system was removed as it did not always repay the correct amount to customers.	☒
c)	The agile team has started developing a user story that adds a new customer loyalty feature to the currency exchange system.	☐
d)	The language support option of the currency exchange system was used to enable both English and local language currency transactions.	☐

FL-2.3.1 (K2) Summarize maintenance testing and its triggers.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 2.3.1):

a) FALSE – If testers were to verify the ease of modifying the system, this would be done through maintainability testing, not maintenance testing. This is not a trigger for maintenance testing.

b) CORRECT – System changes, such as corrections or enhancements, are typical triggers for maintenance testing. Removing the refund option is a correction requiring maintenance testing (see [CTFL 4.0], Section 2.3.1, 2nd paragraph).

c) FALSE – Adding new features would lead to functional and regression testing but not maintenance testing.

d) FALSE – Reconfiguring the system does not represent a system change, a change in the operational environment, or system retirement, which are the three main triggers for maintenance testing.

Question 15	FL-3.1.1	K1	Score 1.0

Which of the following CANNOT be examined by static testing?

Please select ONE Option! (1 out of 4)

a)	Contract	☐
b)	Test plan	☐
c)	Encrypted code	☒
d)	Test charter	☐

FL-3.1.1 (K1) Recognize types of products that can be examined by the different static test techniques.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 3.1.1):

a) FALSE – Contracts are work products that can be interpreted by humans and reviewed through static testing methods such as inspections or walkthroughs (see [CTFL 4.0], Section 3.1.1, 1st paragraph).

b) FALSE – A test plan is a documented work product that can be interpreted by humans and statically reviewed, for example, via reviews (see [CTFL 4.0], Section 3.1.1, 1st paragraph).

c) CORRECT – Encrypted code is too complex to be interpreted by humans and is not suitable for analysis by static testing tools if properly encrypted. Thus, it cannot effectively be examined through static testing (see [CTFL 4.0], Section 3.1.1, 3rd paragraph).

d) FALSE – A test charter is a work product that can be interpreted by humans and reviewed using static testing methods such as walkthroughs or reviews (see [CTFL 4.0], Section 3.1.1, 1st paragraph).

Question 16	FL-3.1.2	K2	Score 1.0

Which of the following statements about the value of static testing is CORRECT?

Please select ONE Option! (1 out of 4)

a)	The developers reported that changing the currency exchange system was difficult and the testers decided to check if this was true.	☐
b)	The refund option of the currency exchange system was removed as it did not always repay the correct amount to customers.	☐
c)	The agile team has started developing a user story that adds a new customer loyalty feature to the currency exchange system.	☒
d)	The currency exchange system was reconfigured to support both English and local language currency transactions.	☐

FL-3.1.2 (K2) Explain the value of static testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 3.1.2):

a) FALSE – Assessing the ease of modifying a system falls under maintainability testing and is not specific to static testing. Static testing focuses on identifying defects in non-executable work products.

b) FALSE – This describes a system change leading to maintenance testing rather than illustrating the value of static testing.

c) CORRECT – Static testing helps identify defects early in the development phase, such as in user stories, designs, or requirements, before the system is executed (see [CTFL 4.0], Section 3.1.2, 2nd paragraph).

d) FALSE – This statement refers to a system reconfiguration and does not represent a direct advantage or application of static testing.

Question 17	FL-3.2.2	K2	Score 1.0

Given the following descriptions of review activities:

Detected anomalies are deliberated upon, and determinations are reached regarding their status, ownership, and any further steps needed

1. **Issues are recorded, and any needed updates are addressed prior to the acceptance of the work product.**
2. **Reviewers employ techniques to come up with suggestions and questions about the work product and to spot anomalies.**
3. **The objective of the review and its schedule are established to ensure a focused and efficient review.**
4. **Participants are provided with access to the item being reviewed.**

Which of the following is the CORRECT sequence in the review process of the activities that correspond to the descriptions?

Please select ONE Option! (1 out of 4)

a)	4 – 3 – 5 – 2 – 1	☐
b)	4 – 5 – 3 – 1 – 2	☒
c)	5 – 4 – 1 – 3 – 2	☐
d)	5 – 4 – 3 – 2 – 1	☐

FL-3.2.2 (K1) Summarize the activities of the review process.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 3.2.2):

a) FALSE – This sequence does not align with the generic review process as per ISO/IEC 20246. Review initiation (5) should follow planning (4) and preceded individual review (3).

b) CORRECT – This sequence aligns with the generic review process:

- **Planning (4):** Objectives and schedule of the reviews are established.
- **Review initiation (5):** Participants are given access to the review item.
- **Individual review (3):** Reviewers identify anomalies and raise questions.
- **Communication and analysis (1):** Anomalies are discussed, and decisions are made.
- **Rework and reporting (2):** Issues are resolved, and reports are generated (see [CTFL 4.0], Section 3.2.2, 4th and 5th paragraphs).

c) FALSE – Planning (4) should precede review initiation (5), and communication and analysis (1) should follow individual review (3).

d) FALSE – Planning (4) should precede review initiation (5), and rework and reporting (2) should follow communication and analysis (1).

Question 18	FL-3.2.3	K1	Score 1.0

Which participant in the review process is responsible for ensuring that the review meetings run effectively and that everyone at the meetings can voice their opinions freely?

Please select ONE Option! (1 out of 4)

a)	Manager	☐
b)	Moderator	☒
c)	Chairperson	☐
d)	Review Leader	☐

FL-3.2.3 (K1) Recall which responsibilities are assigned to the principal roles when performing reviews.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 3.2.3):

a) FALSE – The manager is responsible for deciding what needs to be reviewed and providing resources such as personnel and time for the review.

b) CORRECT – The moderator (or facilitator) is responsible for ensuring that review meetings run effectively, including time management, moderating discussions, and creating a safe environment where everyone can freely express their opinions (see [CTFL 4.0], Section 3.2.3, 3rd bullet point).

c) FALSE – The chairperson is not a recognized role in the review process as defined in the syllabus.

d) FALSE – The review leader oversees the entire review process, including selecting team members, planning meetings, and ensuring the review's successful completion.

Question 19	FL-4.1.1	K2	Score 1.0

You perform system testing of an e-commerce web application and are provided with the following requirement:

REQ 05-017. If the total cost of purchases exceeds 100 $, the customer gets a 5% discount on subsequent purchases. Otherwise, the customer does not receive a discount.

Which test techniques will be MOST helpful in designing test cases based on this requirement?

Please select ONE Option! (1 out of 4)

a)	White-box test techniques.	☐
b)	Black-box test techniques.	☒
c)	Experience-based test techniques.	☐
d)	Risk-based test techniques.	☐

FL-4.1.1 (K2) Distinguish black-box, white-box and experience-based test techniques.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.1.1):

a) FALSE – The requirement specifies the desired behavior of the system and does not refer to the internal structure or code of the test object. White-box test techniques are therefore not suitable for creating test cases in this context (see [CTFL 4.0], Section 4.1.1, 4th paragraph).

b) CORRECT – The requirement specifies the desired behavior of the system and includes clear business rules like "exceeds $100." This type of information is well-suited for Black-box test techniques such as boundary value analysis or decision table testing (see [CTFL 4.0], Section 4.1.1, 3rd paragraph).

c) FALSE – While experience-based test techniques could be used, they are less suitable than Black-box test techniques, as the requirement contains precise business rules that are better tested using Black-box techniques like boundary value analysis (see [CTFL 4.0], Section 4.1.1, 5th paragraph).

d) FALSE – Risk-based testing is not a specific test technique but rather a strategy used for prioritizing tests. It is not applicable in this context.

Question 20	FL-4.2.1	K3	Score 1.0

The system for selling cinema tickets calculates the discount type based on the client's birth year (BY) and on the current year (CY) as follows:

Let D be the difference between CY and BY, that is, D = CY – BY

- **If D < 0, then print the error message "birth year cannot be greater than current year"**
- **If 0 ≤ D < 18, then apply the student discount**
- **If 18 ≤ D < 65, then apply no discount**
- **If D ≥ 65, then apply the pensioner discount**

Your test suite already contains two test cases:

- **BY = 1990, CY = 2020, expected result: no discount**
- **BY = 2030, CY = 2029, expected result: print the error message**

Which of the following test data sets should be added to achieve full valid equivalence partitioning coverage for the discount type?

Please select TWO Options! (2 out of 5)

a)	BY = 2001, CY=2065	☐
b)	BY = 1900, CY=1965	☒
c)	BY = 1965, CY=1900	☐
d)	BY = 2011, CY=2029	☐
e)	BY = 2000, CY=2000	☒

FL-4.2.1 (K3) Use equivalence partitioning to derive test cases.

Justification: (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.2.1):

a) FALSE – CY – BY = 64, so these inputs correspond to the already covered “no discount” partition.

b) CORRECT – CY – BY = 65, so these inputs correspond to a partition that is not yet covered (“pensioner discount”).

c) FALSE – CY – BY = –65, so these inputs correspond to the already covered “error message” partition.

d) FALSE – CY – BY = 18, so these inputs correspond to the already covered “no discount” partition.

e) CORRECT – CY – BY = 0, so these inputs correspond to a partition that is not yet covered (“student discount”).

There are two equivalence partitions that are not yet covered, which correspond to “student discount” (e) and “pensioner discount” (b).

Question 21	FL-4.2.2	K3	Score 1.0

You are testing a temperature control system for a horticultural cold storage facility. The system receives the temperature (in full degrees Celsius) as the input. If the temperature is between 0 and 2 degrees inclusive, the system displays the message “temperature OK”. For lower temperatures, the system displays the message "temperature too low" and for higher temperatures it displays the message “temperature too high”.

Using two-value boundary value analysis, which of the following sets of test inputs provides the highest level of boundary value coverage?

Please select ONE Option! (1 out of 4)

a)	–1, 3	☐
b)	0, 2	☐
c)	–1, 0, 2, 3	☒
d)	–2, 0, 2, 4	☐

FL-4.2.2 (K3) Use boundary value analysis to derive test cases.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.2.2):

a) FALSE – This set only covers the boundaries –1 (for the "Temperature too low" class) and 3 (for the "Temperature too high" class). It does not cover the boundaries 0 and 2 for the "Temperature OK" class.

b) FALSE – This set only covers the boundaries 0 and 2 for the "Temperature OK" class, but none for the "Temperature too low" and "Temperature too high" classes.

c) CORRECT – This set covers all relevant boundaries:

- –1 for the "Temperature too low" class.
- 0 and 2 for the "Temperature OK" class.
- 3 for the "Temperature too high" class.

d) FALSE – This set does not cover all relevant boundaries, as it is missing –1 (for the "Temperature too low" class) and 3 (for the "Temperature too high" class).

There are three equivalence partitions: {…, –2, –1}, {0, 1, 2}, {3, 4, …}.

For 2-value BVA all the boundary values for all the equivalence partitions must be covered. The boundary values are –1 (for the “temperature too low” partition), 0, 2 (for the “temperature OK” partition) and 3 (for the “temperature too high” partition).

Question 22	FL-4.2.3	K3	Score 1.0

You are designing test cases based on the following decision table.

	R1	R2	R3	R4	R5	R6	R7
C1: Age	0-18	19-65	19-65	>65	0-18	19-65	>65
C2: Experience	-	0-4	>4	-	-	-	-
C3: Registered?	NO	NO	NO	NO	YES	YES	YES
Category	A	A	B	B	B	D	C

So far you have designed the following test cases:

- **TC1: 19-year-old, unregistered man with no experience; expected result: category A**
- **TC2: 65-year-old, unregistered woman with 5 years of experience; expected result: category B**
- **TC3: 66-year-old, registered man with no experience; expected result: category C**
- **TC4: 65-year-old, registered woman with 4 years of experience; expected result: category D**

Which of the following test cases, when added to the existing set of test cases, will increase the decision table coverage?

Please select ONE Option! (1 out of 4)

a)	66-year-old, unregistered man with no experience; expected result: category B.	☒
b)	55-year-old, unregistered woman with 2 years of experience; expected result: category A.	☐
c)	19-year-old, registered woman with 5 years of experience; expected result: category D.	☐
d)	No additional test case can increase the already achieved decision table coverage.	☐

FL-4.2.3 (K3) Use decision table testing to derive test cases.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.2.3):

Test cases TC1, TC2, TC3 and TC4 cover, respectively, rules R2, R3, R7 and R6 in the decision table.

a) CORRECT – The conditions "66 years old," "non-registered," and "no experience" correspond to Rule R4, which has not yet been covered by the existing test cases. Adding this test case increases the decision table coverage.

b) FALSE – The conditions "55 years old," "non-registered," and "2 years of experience" correspond to Rule R2, which is already covered by TC1. Adding this test case does not increase coverage.

c) FALSE – The conditions "19 years old," "registered," and "5 years of experience" correspond to Rule R6, which is already covered by TC4. Adding this test case does not increase coverage.

d) FALSE – The existing test cases only cover 4 out of 7 columns of the decision table. Coverage can be increased by adding test cases that cover rules such as R1, R4, or R5.

Question 23	FL-4.2.4	K3	Score 1.0

You are applying state transition testing to the hotel room reservation system modeled by the following state transition table, with 4 states and 5 different events:

	Events				
State	**Available**	**NotAvailable**	**ChangeRoom**	**Cancel**	**Pay**
S1: Requesting	**S2**	**S3**			
S2: Confirmed			**S1**	**S4**	**S4**
S3: Waiting list	**S2**			**S4**	
S4: End					

Assuming all test cases start in the 'Requesting' state, which of the following test cases, represented as sequences of events, achieves the highest valid transitions coverage?

Please select ONE Option! (1 out of 4)

a)	NotAvailable, Available, ChangeRoom, NotAvailable, Cancel	☐
b)	Available, ChangeRoom, NotAvailable, Available, Pay	☒
c)	Available, ChangeRoom, Available, ChangeRoom, NotAvailable	☐
d)	NotAvailable, Cancel, ChangeRoom, Available, Pay	☐

FL-4.2.4 (K3) Use state transition testing to derive test case.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.2.4):

a) FALSE – This sequence of five events covers 4 different valid transitions (both "NotAvailable" events correspond to the same transition between S1 and S3). This test case covers 4 out of 7 valid transitions.

b) CORRECT – This sequence of five events covers 5 different transitions (the first "Available" event corresponds to a transition between S1 and S2, and the second "Available" event corresponds to a transition between S3 and S2, so two different transitions are covered). This test case covers 5 out of 7 valid transitions and achieves the highest valid transitions coverage.

c) FALSE – This sequence of five events covers 3 different transitions (both "Available" events correspond to the same transition from S1 to S2; both "ChangeRoom" events correspond to the same transition from S2 to S1). This test case covers 3 out of 7 valid transitions.

d) FALSE – This sequence of five events does not represent a feasible test case, because after "Cancel" the system ends up in the End state and no further valid transitions can be executed.

Question 24	FL-4.3.1	K2	Score 1.0

Your test suite S for a program P achieves 100% statement coverage. It consists of three test cases, each of which achieves 50% statement coverage.

Which of the following statements is CORRECT?

Please select ONE Option! (1 out of 4)

a)	Executing S will cause all possible failures in P.	☐
b)	S achieves 100% branch coverage for P.	☐
c)	Every executable statement in P containing a defect has been run at least once during the execution of S.	☒
d)	After removing one test case from S, the remaining two test cases will still achieve 100% statement coverage.	☐

FL-4.3.1 (K1) Explain statement testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.3.1):

a) FALSE – A line with a defect, when executed, does not have to cause a failure. For example, a line x: = y / z will cause a failure *only* when z equals 0.

b) FALSE – 100% statement coverage does not guarantee 100% branch coverage. For example, a test case with x=0 for the code.
1. IF (x=0) THEN
2. A;
3. ENDIF
achieves 100% statement coverage but does not cover the branch from 1 to 3.

c) CORRECT – 100% statement coverage means that each executable statement was executed at least once.

d) FALSE – The removed test case may provide coverage of some statements that are not covered by either of the other two test cases, in which case the remaining two test cases together will not achieve 100% statement coverage.

Question 25	FL-4.3.3	K2	Score 1.0

Why does white-box testing facilitate defect detection even when the software specification is vague, outdated or incomplete?

Please select ONE Option! (1 out of 4)

a)	Test cases are designed based on the structure of the test object rather than the specification.	☒
b)	For each white-box test technique the coverage can be well-defined and easily measured.	☐
c)	White-box test techniques are very well designed to detect omissions in the requirements.	☐
d)	White-box test techniques can be used in both static testing and dynamic testing.	☐

FL-4.3.3 (K2) Explain the value of white-box testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.3.3):

a) CORRECT – White-Box Testing considers the entire software implementation, which facilitates defect detection even if the specification is unclear or incomplete. This enables the detection of defect conditions, such as additional functions in the code that were not intended, which cannot be identified by Black-Box Testing (see CTFL 4.0], Section 4.3.3, 1st paragraph).

b) FALSE – While coverage can be precisely defined and measured, this is not the primary reason why White-Box Testing is useful with vague or incomplete specifications.

c) FALSE – White-Box Testing identifies defects in implementation but cannot reliably detect omissions in requirements, as these reside outside the code.

d) FALSE – While this is true, it does not relate to the claim that White-Box Testing facilitates defect detection when the specification is poor.

Question 26	FL-4.4.1	K2	Score 1.0

Which of the following is NOT anticipated by the tester while applying error guessing?

Please select ONE Option! (1 out of 4)

a)	The developer misunderstood the formula in the user story for calculating the interest.	☐
b)	The developer wrote “FA = A*(1+IR^N)” instead of “FA = A*(1+IR)^N” in the source code.	☐
c)	The developer missed the seminar on new compound interest rate legislation.	☒
d)	The accuracy of the interest calculated by the system is not precise enough.	☐

FL-4.4.1 (K2) Explain error guessing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.4.1):

a) FALSE – This is an example of predicting a developer error, which can be anticipated through intuitive test case design.

b) FALSE – This is an example of predicting a defect in the code, which can be identified through intuitive test case design.

c) CORRECT – This represents a potential root cause of a defect but is not a direct prediction of an error, defect, or failure. It lies outside the scope of intuitive test case design.

d) FALSE – This is an example of predicting a failure, which can be anticipated through intuitive test case design based on experience with similar systems.

Question 27	FL-4.4.2	K2	Score 1.0

Which of the following is true about exploratory testing?

Please select ONE Option! (1 out of 4)

a)	Test cases are designed before the exploratory testing session starts.	☐
b)	The tester can perform test execution but cannot perform test design.	☐
c)	Exploratory testing results are good predictors of the number of remaining defects.	☐
d)	During exploratory testing the tester may use black-box test techniques.	☒

FL-4.4.2 (K2) Explain exploratory testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.4.2):

a) FALSE – In exploratory testing, test cases are typically created during the session, along with test analysis, test implementation, and test execution.

b) FALSE – In exploratory testing, tests are designed, executed, and evaluated simultaneously as the tester learns more about the test object.

c) FALSE – The outcomes of exploratory testing depend heavily on the tester's experience. While they can provide insights into potential risks, they are not reliable predictors of the number of remaining defects.

d) CORRECT – During exploratory testing, testers can apply any test techniques, including Black-Box techniques, that they find useful (see [CTFL 4.0], Section 4.4.2, 4th paragraph).

Question 28	FL-4.5.1	K2	Score 1.0

Which collaborative user story writing practice enables the team to achieve a collective understanding of what needs to be delivered?

Please select ONE Option! (1 out of 4)

a)	Planning poker, so that a team can achieve consensus on the effort needed to implement a user story.	☐
b)	Reviews, so that a team can detect inconsistencies and contradictions in a user story.	☐
c)	Iteration planning, so that user stories with the highest business value for a customer can be prioritized for implementation.	☐
d)	Conversation, so that team members can understand how the software will be used.	☒

FL-4.5.1 (K2) Explain how to write user stories in collaboration with developers and business representatives.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.5.1):

a) FALSE – Planning poker is used to estimate the effort for an already written user story. It does not help in understanding what needs to be delivered.

b) FALSE – Reviews are not a collaborative practice for creating user stories but are used for reviewing existing artifacts.

c) FALSE – Iteration planning is a method for prioritizing and planning work, not for clarifying requirements.

d) CORRECT – Conversations are a collaborative practice that enables the team to achieve a shared understanding of the requirements. They often help define acceptance criteria and resolve ambiguities (see [CTFL 4.0], Section 4.5.1, 2nd bullet point.)

Question 29	FL-4.5.3	K3	Score 1.0

You have just started designing test cases for the following user story.

As a customer, I want to be able to filter search results by price range, so that I can find products within my budget more easily.

Acceptance criteria:

1. *The filter should work for all versions of the application from version 3.0 upwards*
2. *The filter should allow the customer to set a price range with a minimum and a maximum price*
3. *The search results should update dynamically as the customer adjusts the price range filter*

In all test cases the precondition is as follows: there are only two products available, products A and B. Product A costs 100 $ and product B costs 110 $.

Which of the following is the BEST example of a test case for this user story?

Please select ONE Option! (1 out of 4)

a)	Enter the webpage and set filter to show prices between 90 $ and 100 $. Expected result: results show product A only. Set maximum price to 110 $. Expected result: results now include both products A and B.	☒
b)	Enter webpage. Expected result: the default minimum and maximum prices are 100 $ and 110 $ respectively. Add product C to stock, with price 120 $. Refresh the client's webpage. Expected result: the default maximum price changes to 120 $.	☐
c)	Enter webpage and set filter to show prices between 90 $ and 115 $. Expected result: results show both products A and B. Change currency from USD to EUR. Expected result: the filter range changes correctly to EUR values, according to the current exchange rate.	☐
d)	Enter webpage with three different browsers: Edge, Chrome and Opera. In each browser set filter between 90 $ and 110 $. Expected result: results include both products A and B and the results' layout is the same in all three browsers.	☐

FL-4.5.3 (K3) Use acceptance test-driven development (ATDD) to derive test cases.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 4.5.3):

a) CORRECT – This test case addresses acceptance criteria 2 and 3:

- Criterion 2: Verifies that a price range can be defined.
- Criterion 3: Verifies that search results dynamically update when the price range filter is adjusted (see [CTFL 4.0], Section 4.5.3, Example for ATDD, 5th paragraph).

b) FALSE – This test case does not address any of the acceptance criteria but tests the default value setting of the filter, which is not specified in the user story.

c) FALSE – This test case tests the currency conversion functionality, which is not mentioned in the user story.

d) FALSE – This test case tests browser compatibility, which is not part of the user story.

Question 30	FL-5.1.3	K2	Score 1.0

Which of the following BEST define EXIT criteria in a testing project?

Please select TWO Options! (2 out of 5)

a)	The budget is approved.	☐
b)	Budget runs out.	☒
c)	Test basis is available.	☐
d)	Test cases achieved at least 80% statement coverage.	☒
e)	All test analysts are ISTQB certified at the Foundation Level.	☐

FL-5.1.3 (K2) Compare and contrast entry criteria and exit criteria.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.1.3):

a) FALSE – Budget approval is an example of an entry criterion. It would not make sense to approve the budget for an activity that is already completed.

b) CORRECT – Exhausting the budget can be considered an exit criterion, as it indicates that available resources have been fully utilized, preventing further activities (see [CTFL 4.0], Section 5.1.3, 3rd + 4th paragraph).

c) FALSE – The availability of the test basis is an example of an entry criterion that must be met before testing can begin.

d) CORRECT. Coverage is a typical measure of thoroughness and is often used as an exit criterion to assess whether testing is complete (see [CTFL 4.0], Section 5.1.3, 3rd + 4th paragraph).

e) FALSE – This is an example of an entry criterion that should be fulfilled before the project starts.

Question 31	FL-5.1.4	K3	Score 1.0

The team wants to estimate the time needed for one tester to execute four test cases for a software component. The team has gathered the following measures of the effort used to execute a single test case:

- **Best-case scenario: 1 hour**
- **Worst-case scenario: 8 hours**
- **Most likely scenario: 3 hours**

Given that the three-point estimation technique is being used, what is the final estimate of the time needed to execute all four test cases?

Please select ONE Option! (1 out of 4)

a)	14 hours	☒
b)	3.5 hours	☐
c)	16 hours	☐
d)	12 hours	☐

FL-5.1.4 (K3) Use estimation techniques to calculate the required test effort.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.1.4):

a) CORRECT – Three-point estimate procedure. The final estimate, E, is calculated as follows: E = (a + 4m + b) / 6, where a is the most optimistic estimate, m is the most likely estimate, and b is the least optimistic estimate. In this case, the estimate for execution is: E = (10 + 4 × 4 + 0) / 6 = 2.5. E = (a + 4m + b) / 6, where a is the most optimistic estimate, m is the most likely estimate, and b is the least pessimistic estimate. In this case, the estimate for executing a single test case is: E = (1h + 43h + 8h) / 6 = 3.5 hours. Thus, the total time required for the tester to execute 4 test cases is: 3.5h * 4 = 14 hours (CORRECT) (see [CTFL 4.0], Section 5.1.4, Estimation Method Example, 5th paragraph).

b) FALSE – 3.5 hours is the estimated time for **one test case**, not for four test cases.

c) FALSE – This answer ignores the Three-Point Estimation formula and is therefore incorrect.

d) FALSE – This estimate is based on a flawed interpretation of the weighted probability and does not align with the Three-Point Estimation formula.

Question 32	FL-5.1.5	K3	Score 1.0

The table shows the traceability matrix from test cases to requirements. "X" means that a given test case covers the corresponding requirement.

	Req1	Req2	Req3	Req4	Req5	Req6	Req7
TC1	X		X	X			X
TC2	X				X		X
TC3					X	X	
TC4		X					

You want to prioritize the test cases following the additional coverage prioritization technique. You execute all four test cases. Which test case should be executed as the LAST one?

Please select ONE Option! (1 out of 4)

a)	TC1	☐
b)	TC2	☒
c)	TC3	☐
d)	TC4	☐

FL-5.1.5 (K3) Apply test case prioritization.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.1.5):

TC1 achieves the highest coverage (4/7 – Req1, Req3, Req4 and Req7), so should be executed first. Req2, Req5 and Req6 are still not covered. The next test case that achieves the highest additional coverage of the remaining requirements is TC3, covering 2 out of these 3 requirements (Req5 and Req6). So, TC3 should be executed as the second one.

Now the only requirement still not covered is Req2, which is covered by TC4. Therefore, TC4 should be executed as the third test case. So, the last test case executed will be TC2.

Thus:

a) FALSE

b) CORRECT

c) FALSE

d) FALSE

Question 33	FL-5.1.7	K2	Score 1.0

How can the testing quadrants be beneficial for testing?

Please select ONE Option! (1 out of 4)

a)	They help in test planning by dividing the test process into four stages, corresponding to the four basic test levels: component, integration, system, and acceptance testing.	☐
b)	They help in assessing the high-level coverage (e.g., requirements coverage) based on low-level coverage (e.g., code coverage).	☐
c)	They help non-technical stakeholders to understand the different types of tests and that some test types are more relevant to certain test levels than others.	☒
d)	They help agile teams to develop a communication strategy based on classifying people according to four basic psychological types, and on modelling the relations between them.	☐

FL-5.1.7 (K2) Summarize the testing quadrants and their relationships with test levels and test type.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.1.7):

a) FALSE – The test quadrants are not a model for describing relationships between test levels but a method for classifying test types and their purposes (see [CTFL 4.0], Section 5.1.7, 2nd paragraph).

b) FALSE – The test quadrants are not intended to evaluate or quantify coverage levels but to classify test types based on their goals and orientation (see [CTFL 4.0], Section 5.1.7, 3rd paragraph).

c) CORRECT – The test quadrants provide a structured way to explain the relationship between test types and their roles in supporting teams (e.g., business-oriented) and critiquing products (e.g., technology-oriented), which is helpful for stakeholders (see [CTFL 4.0], Section 5.1.7, 4th paragraph).

d) FALSE – The test quadrants are not a psychological model but a test model for classifying and organizing test types (see [CTFL 4.0], Section 5.1.7, 5th paragraph).

Question 34	FL-5.2.1	K1	Score 1.0

For a given risk, its risk level is 1,000 $ and its risk likelihood is estimated as 50%.

What is the impact of the risk?

Please select ONE Option! (1 out of 4)

a)	500 $	☐
b)	2,000 $	☒
c)	50,000 $	☐
d)	200 $	☐

FL-5.2.1 (K1) Identify risk level by using risk likelihood and risk impact.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.2.1):

Risk assessment can use a quantitative or qualitative approach, or a mix of them. In the quantitative approach the risk level is calculated as the multiplication of risk likelihood and risk impact. So, Risk level = Risk likelihood * Risk impact.

Then, Risk impact = Risk level / Risk likelihood.

In our case, Risk impact = 1,000 $ / 50% = 1,000 $ / 0.5 = 2,000 $.

Thus:

a) FALSE

b) CORRECT

c) FALSE

d) FALSE

Question 35	FL-5.2.2	K2	Score 1.0

Which of the following are product risks?

Please select TWO Options! (2 out of 5)

a)	Scope creep	☐
b)	Poor architecture	☒
c)	Cost-cutting	☐
d)	Poor tool support	☐
e)	Response time too long	☒

FL-5.2.2 (K2) Distinguish between project risks and product risks.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.2.2):

a) FALSE – Scope creep is a project risk related to technical or organizational issues and not directly associated with a product attribute (see [CTFL 4.0], Section 5.2.2, 2nd paragraph).

b) CORRECT – Poor architecture is a product risk as it directly affects the internal structure and quality of the product, impacting functionality, maintainability, and reliability (see [CTFL 4.0], Section 5.2.2, 3rd paragraph).

c) FALSE – Cost cutting is a project risk associated with financial or organizational aspects of a project and not directly with a product attribute (see [CTFL 4.0], Section 5.2.2, 2nd paragraph).

d) FALSE – Poor tool support is a project risk because it concerns technical aspects affecting the development or testing process, not the product itself (see [CTFL 4.0], Section 5.2.2, 2nd paragraph).

e) CORRECT – Long response times are a product risk because they impact the product's performance and usability, which are critical product attributes (see [CTFL 4.0], Section 5.2.2, 3rd paragraph).

Question 36	FL-5.3.2	K2	Score 1.0

Which of the following is NOT a valid purpose for a test report?

Please select ONE Option! (1 out of 4)

a)	Tracking test progress and identifying areas that require further attention.	☐
b)	Providing information on the tests executed, their results, and any issues or defects found.	☐
c)	Providing information about each defect, such as the steps to reproduce it.	☒
d)	Providing information on testing planned for the next period.	☐

FL-5.3.2 (K2) Summarize the purposes, content, and audiences for test reports.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.3.2):

a) FALSE – Test reports support the ongoing control of the testing process by providing information on progress and highlighting areas needing additional focus. This is a valid purpose of a test report.

b) FALSE – Summarizing the tests conducted, their results, and any issues or defects found is a key purpose of a test report.

c) CORRECT – This is the purpose of a **defect report**, not a test report. Test reports focus on the overall status and outcomes of testing, not detailed defect descriptions (see [CTFL 4.0], Section 5.3.2, 1st paragraph and section 5.5).

d) FALSE – Test reports often include information about planned tests to provide transparency about future steps in the testing process. This is a valid purpose of a test report.

Question 37	FL-5.4.1	K2	Score 1.0

The user reported a software failure. An engineer from the support team asked the user for the software version number where the failure was observed. Based on the version number, the team reassembled all the files that made up the release. This later allowed a developer to perform analysis, find the defect, and fix it.

Which of the following enabled the above activity to be performed by the team?

Please select ONE Option! (1 out of 4)

a)	Risk management	☐
b)	Test monitoring and control	☐
c)	Whole-team approach	☐
d)	Configuration management	☒

FL-5.4.1 (K2) Summarize how configuration management supports testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.4.1):

a) FALSE – Risk management includes risk analysis and control, focusing on identifying and managing risks. It does not involve managing configuration items or assembling release files.

b) FALSE – Test monitoring involves collecting information about the testing process, and test control uses this information to provide guidance and corrective actions. Neither involves managing configuration items or tracing software versions.

c) FALSE – The whole-team approach focuses on collaboration and shared understanding within a team, not on managing configuration items or tracking release versions.

d) CORRECT – Configuration management provides the discipline for identifying, controlling, and tracking work products. Configuration management keeps a record of changes configuration items when a new baseline is created. Using configuration management, it is possible to revert to previous baseline in order to reproduce previous test results (see [CTFL 4.0], Section 5.4.1, 3rd paragraph).

Question 38	FL-5.5.1	K3	Score 1.0

Consider the following defect report for a Book Lending System.

Defect ID: 001 | **Title**: Unable to Return a Book |
Severity: High | **Priority**: |
Environment: Windows 11, Google Chrome

Description: When attempting to return a book using the Book Return feature, the system does not register the return and the book remains checked out to the user.

Steps to Reproduce:
Login to the Book Lending System as a user who has checked out a book.
Click on the "Book Return" button for the book that has been checked out.
System does not register the return and the book remains checked out.

Expected Result: The book should be returned and no longer appear as checked out to the user.
Actual Result: The book remains checked out to the user and is not registered as returned in the system.

Attachments: [empty list]

Which of the following is MOST likely to help the developer reproduce the failure quickly?

Please select ONE Option! (1 out of 4)

a)	Adding information about which users and which books the issue affects to the “Description” section.	☒
b)	Filling in the missing value for the “Priority” field.	☐
c)	Adding memory dumps and database snapshots taken after each step described in the “Steps to Reproduce” section to the “Attachments” section.	☐
d)	Repeating the same test case for different environments and writing defect reports for each of them separately.	☐

FL-5.5.1 (K3) Prepare a defect report.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 5.5.1):

a) CORRECT – Adding such details, like specific user and book data, allows the developer to use the same input data, increasing the likelihood of quickly reproducing the defect. This significantly accelerates the defect resolution process (see [CTFL 4.0], Section 5.5.1, 3rd paragraph).

b) FALSE – While adding a priority value is important for organizing and planning defect fixes, it has no direct impact on the reproducibility of the defect.

c) FALSE – While such information can be helpful in specific cases, excessive attachments make the report cluttered and hinder quick analysis. The time spent reviewing these details can delay the repair process.

d) FALSE – This approach does not help in reproducing the defect in the specified environment and creates unnecessary duplication of reports, potentially diverting focus from the relevant environment.

Question 39	FL-6.1.1	K2	Score 1.0

Which tools from which of the category are MOST likely to facilitate test execution?

Please select TWO Options! (2 out of 5)

a)	Collaboration tools	☐
b)	DevOps tools	☒
c)	Management tools	☐
d)	Non-functional testing tools	☒
e)	Test design and implementation tools	☐

FL-6.1.1 (K2) Explain how different types of test tools support testing.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 6.1.1):

Considering each of the listed tool categories:

a) FALSE – Collaboration tools – facilitate communication. Communication does not include the facilitation of test execution.

b) CORRECT – **DevOps tools** - support the DevOps delivery pipeline, workflow tracking, automated build process(es) and CI/CD. The delivery pipeline and CI/CD both include the facilitation of test execution, such as component testing for CI (see [CTFL 4.0], section 6.1.1, 6th bullet point).

c) FALSE – Management tools – increase the test process efficiency by facilitating management of the SDLC, requirements, tests, defects and configuration. The management of these items does not include the facilitation of test execution.

d) CORRECT – **Non-functional testing tool**s – allow the tester to perform non-functional testing that is difficult or impossible to perform manually. Non-functional testing can include both static testing and dynamic testing, including test execution (see [CTFL 4.0], section 6.1.1, 5th bullet point).

e) FALSE – Test design and implementation tools – facilitate generation of test cases, test data and test procedures. The generation of this testware does not include the facilitation of test execution.

Question 40	FL-6.2.1	K1	Score 1.0

Which of the following is MOST likely to be a risk of test automation?

Please select ONE Option! (1 out of 4)

a)	The detection of additional high-severity defects.	☐
b)	Providing measures that are too complicated for humans to derive.	☐
c)	Incompatibility with the development platform.	☒
d)	Substantially reduced test execution times.	☐

FL-6.2.1 (K1) Recall the benefits and risks of test automation.

Justification (see ISTQB® Foundation Level Syllabus V.4.0; Section 6.2.1):

a) FALSE – This would be a benefit of test automation, as automated tests can help identify severe defects faster and more accurately.

b) FALSE – This is also considered a benefit of test automation, as such measures can be facilitated by automated tests, which would not be feasible manually.

c) CORRECT – Incompatibility with the development platform is a common risk of test automation, as it hinders the integration, execution, and data exchange between test automation and the test object (see [CTFL 4.0], Section 6.2.1, 7th bullet point).

d) FALSE – This is a benefit of test automation, as automated tests can often be performed much faster than manual tests.

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(are neither read nor valuated during correction)