

Last name, first name: _____

Company address: _____

Phone: _____

Fax: _____

E-mail-address: _____

Invoice address: _____

Training company: _____

Trainer _____

Foundation Level Sample Exam
SET C (v2.2.1) – GTB Edition –

CTFL Syllabus Version v4.0

ISTQB® Certified Tester Foundation Level

Legal

Copyright © 2023 International Software Testing Qualifications Board (hereinafter called ISTQB®). All rights reserved.

Translation and adaptation of the English Sample Exam of the International Software Testing Qualifications Board (ISTQB®), Original title: Certified Tester, Foundation Level Sample Exam Paper v3.1 and Sample Exam Paper v4.0.

Acknowledgment

This document was created by a core team of the ISTQB®: Laura Albert, Wim de Coutere, Arnika Hryszko, Gary Mogyorodi, (technical reviewer), Meile Posthuma, Gandhinee Rajkomar, Stuart Reid, Jean-François Riverin, Adam Roman, Lucjan Stapp, Stephanie Ulrich, Yaron Tsubery und Eshraka Zakaria.

The core team thanks the review team: Amanda Alderman, Alexander Alexandrov, Jürgen Beniermann, Rex Black, Young jae Choi, Nicola De Rosa, Klaudia Dussa-Zieger, Klaus Erlenbach, Joëlle Genois, Tamás Gergely, Dot Graham, Matthew Gregg, Gabriele Haller, Chinthaka Indikadahena, John Kurowski, Ine Lutterman, Isabelle Martin, Patricia McQuaid, Dénes Medzihradzky, Blair Mo, Gary Mogyorodi, Jörn Münzel, Markus Niehammer, Ingvar Nordström, Fran O'Hara, Raul Onisor, Dénes Orosz, Arnd Pehl, Horst Pohlmann, Nishan Portoyan, Ale Rebon Portillo, Stuart Reid, Ralf Reissing, Liang Ren, Jean-Francois Riverin, Lloyd Roden, Tomas Rosenqvist, Murian Song, Szilard Szell, Giancarlo Tomasig, Joanne Tremblay, François Vaillancourt, Daniel van der Zwan, André Verschelling und Paul Weymouth for their suggestions and ideas.

Revision History

Version	Datum	Bemerkungen
2.0	24.11.2024	Initial version incl. reviews
2.1	16.02.2025	Final
2.2.1	06.03.2025	Q17 justification corrected/improved

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.

- 1) Any individual or training provider may use this sample exam in a training course if ISTQB® is acknowledged as the source and copyright holder of the sample exam.
- 2) Any individual or group of individuals may use this sample exam as the basis for articles, books or other derivative writings if ISTQB® is acknowledged as the source and copyright holder of the sample exam.
- 3) Any national board recognized by ISTQB® may translate this sample exam and make it publicly available if ISTQB® is acknowledged as the source and copyright holder of the sample exam.
- 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)	Validating that documented requirements are met.	<input type="checkbox"/>
b)	Causing failures and identifying defects.	<input type="checkbox"/>
c)	Initiating errors and identifying root causes.	<input type="checkbox"/>
d)	Verifying the test object meets user expectations.	<input type="checkbox"/>

Question 2	FL-1.1.2	K2	Score	1.0
------------	----------	----	-------	-----

Which of the following statements BEST describes the difference between testing and debugging?

Please select ONE Option! (1 out of 4)

a)	Testing causes failures while debugging fixes failures.	<input type="checkbox"/>
b)	Testing is a negative activity while debugging is a positive activity.	<input type="checkbox"/>
c)	Testing determines that defects exist while debugging removes defects.	<input type="checkbox"/>
d)	Testing finds the cause of defects while debugging fixes the cause of defects.	<input type="checkbox"/>

Question 3	FL-1.3.1	K2	Score 1.0
-------------------	-----------------	-----------	------------------

The 'absence-of-defects fallacy' is one of the principles of testing. Which of the following is an example of addressing this principle in practice?

Please select ONE Option! (1 out of 4)

a)	Explaining that it is not possible for testing to show the absence of defects.	<input type="checkbox"/>
b)	Supporting the end users to perform acceptance testing.	<input type="checkbox"/>
c)	Ensuring that no implementation defects remain in the delivered system.	<input type="checkbox"/>
d)	Modifying tests that cause no failures to ensure few defects remain.	<input type="checkbox"/>

Question 4	FL-1.4.1	K2	Score 1.0
-------------------	-----------------	-----------	------------------

Which of the following test activities are **MOST** likely to involve the application of boundary value analysis and equivalence partitioning?

Please select TWO Options! (2 out of 5)

a)	Test implementation	<input type="checkbox"/>
b)	Test design	<input type="checkbox"/>
c)	Test execution	<input type="checkbox"/>
d)	Test monitoring	<input type="checkbox"/>
e)	Test analysis	<input type="checkbox"/>

Question 5	FL-1.4.3	K2	Score	1.0
------------	----------	----	-------	-----

Given the following testware:

1. Coverage items
2. Change requests
3. Test execution schedule
4. Prioritized test conditions

And the following test activities

- A. Test analysis
- B. Test design
- C. Test implementation
- D. Test completion

Which of the following **BEST** shows the testware produced by the activities?

Please select **ONE** Option! (1 out of 4)

a)	1B, 2D, 3C, 4A	<input type="checkbox"/>
b)	1B, 2D, 3A, 4C	<input type="checkbox"/>
c)	1D, 2C, 3A, 4B	<input type="checkbox"/>
d)	1D, 2C, 3B, 4A	<input type="checkbox"/>

Question 6	FL-1.4.5	K2	Score 1.0
-------------------	-----------------	-----------	------------------

Which of the following statements about the different testing roles is MOST likely to be CORRECT?

Please select ONE Option! (1 out of 4)

a)	In Agile software development, the test management role is the primary responsibility of the team, while the testing role is primarily the responsibility of a single individual from outside the team.	<input type="checkbox"/>
b)	The testing role is primarily responsible for test monitoring and control, while the test management role is primarily responsible for test planning and test completion.	<input type="checkbox"/>
c)	In Agile software development, test management activities that span multiple teams are handled by a test manager outside the team, while some test management tasks are handled by the team itself.	<input type="checkbox"/>
d)	The test management role is primarily responsible for test analysis and test design, while the testing role is primarily responsible for test implementation and execution.	<input type="checkbox"/>

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)	Teams with no testers.	<input type="checkbox"/>
b)	Improved team dynamics.	<input type="checkbox"/>
c)	Specialist team members.	<input type="checkbox"/>
d)	Larger team sizes.	<input type="checkbox"/>

Question 8	FL-1.5.3	K2	Score 1.0
-------------------	-----------------	-----------	------------------

Which of the following statements about the independence of testing is CORRECT?

Please select ONE Option! (1 out of 4)

a)	Independent testers will find defects due to their different technical perspective from developers, but their independence may lead to an adversarial relationship with the developers.	<input type="checkbox"/>
b)	Developers' familiarity with their own code means they only find a few defects in it, however their shared software background with testers means these defects would also be found by the testers.	<input type="checkbox"/>
c)	Independent testing requires testers who are outside the developer's team and ideally from outside the organization, however these testers find it difficult to understand the application domain.	<input type="checkbox"/>
d)	Testers from outside the developer's team are more independent than testers from within the team, but the testers from within the team are more likely to be blamed for delays in product release.	<input type="checkbox"/>

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)	For each test level, there is a corresponding development level.	<input type="checkbox"/>
b)	For each test objective, there is a corresponding development objective.	<input type="checkbox"/>
c)	For every software test activity, there is a corresponding user activity.	<input type="checkbox"/>
d)	For every software development activity, there is a corresponding test activity.	<input type="checkbox"/>

Question 10	FL-2.1.3	K1	Score 1.0
--------------------	-----------------	-----------	------------------

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

Please select ONE Option! (1 out of 4)

a)	Component Test-Driven Development	<input type="checkbox"/>
b)	Integration Test-Driven Development	<input type="checkbox"/>
c)	System Test-Driven Development	<input type="checkbox"/>
d)	Acceptance Test-Driven Development	<input type="checkbox"/>

Question 11	FL-2.1.5	K2	Score 1.0
--------------------	-----------------	-----------	------------------

Which of the following provides the BEST description of the shift-left approach?

Please select ONE Option! (1 out of 4)

a)	When agreed by the developers, manual activities on the left-hand side of the test process are automated to support the principle of 'early testing saves time and money'.	<input type="checkbox"/>
b)	Where cost-effective, test activities are moved to be performed earlier in the software development lifecycle (SDLC) to reduce the total cost of quality by reducing the number of defects found later in the SDLC.	<input type="checkbox"/>
c)	When they have spare time available, testers are required to automate tests for regression testing, starting with component tests and component integration tests.	<input type="checkbox"/>
d)	When available, testers are trained to perform tasks early in the SDLC to allow more test activities to be automated later in the SDLC.	<input type="checkbox"/>

Question 12	FL-2.1.6	K2	Score 1.0
-------------	----------	----	-----------

Which of the following is **LEAST** likely to occur as a result of a retrospective?

Please select **ONE** Option! (1 out of 4)

a)	The quality of future test objects improves by identifying improvements in development practices.	<input type="checkbox"/>
b)	Test efficiency improves by speeding up the configuration of test environments through automation.	<input type="checkbox"/>
c)	End users' understanding of the development and test processes is improved.	<input type="checkbox"/>
d)	Automated test scripts are enhanced through feedback from developers.	<input type="checkbox"/>

Question 13	FL-2.2.1	K2	Score 1.0
-------------	----------	----	-----------

Which of the following test levels is **MOST** likely being performed if the testing is focused on validation and is not being performed by testers?

Please select **ONE** Option! (1 out of 4)

a)	Component testing	<input type="checkbox"/>
b)	Component integration testing	<input type="checkbox"/>
c)	System integration testing	<input type="checkbox"/>
d)	Acceptance testing	<input type="checkbox"/>

Question 14	FL-2.2.3	K2	Score 1.0
-------------	----------	----	-----------

The navigation system software has been updated due to it suggesting routes that break traffic laws, such as driving the wrong way down one-way streets.

Which of the following BEST describes the testing that will be performed?

Please select ONE Option! (1 out of 4)

a)	Only confirmation testing.	<input type="checkbox"/>
b)	Confirmation testing then regression testing.	<input type="checkbox"/>
c)	Only regression testing.	<input type="checkbox"/>
d)	Regression testing then confirmation testing.	<input type="checkbox"/>

Question 15	FL-3.1.3	K2	Score 1.0
-------------	----------	----	-----------

Which of the following example defects BEST identifies example defects that could be found by static testing (rather than dynamic testing)?

Please select TWO Options! (2 out of 5)

a)	Two different parts of the design specification disagree due to the complexity of the design.	<input type="checkbox"/>
b)	A response time is too long and so makes users lose patience.	<input type="checkbox"/>
c)	An defect occurs when the system attempts to write a file while running out of disk space.	<input type="checkbox"/>
d)	A variable is declared but never subsequently used in the program.	<input type="checkbox"/>
e)	The amount of memory needed by the program to generate a report is too high.	<input type="checkbox"/>

Question 16	FL-3.2.1	K1	Score 1.0
-------------	----------	----	-----------

Which of the following is a benefit of early and frequent stakeholder feedback?

Please select ONE Option! (1 out of 4)

a)	Changes to requirements are understood and implemented earlier.	<input type="checkbox"/>
b)	It ensures business stakeholders understand user requirements.	<input type="checkbox"/>
c)	It allows product owners to change their requirements as often as they want.	<input type="checkbox"/>
d)	End users are told which requirements will not be implemented prior to release.	<input type="checkbox"/>

Question 17	FL-3.2.4	K2	Score	1.0
-------------	----------	----	-------	-----

Given the following review types:

1. Technical review
2. Informal review
3. Inspection
4. Walkthrough

And the following descriptions:

- A) Focuses on objectives such as gaining consensus, generating new ideas, and training of reviewers by authors
- B) Primarily aims at detecting potential defects and does not require formal documentation.
- C) The main objective is detecting a maximum number of potential defects, with collect metrics to support process improvement.
- D) The goal is to reach a consensus through qualified reviewers, make decisions on problems and generate new ideas.

Which of the following **BEST** matches the review types and the descriptions?

Please select **ONE** Option! (1 out of 4)

a)	1A, 2B, 3C, 4D	<input type="checkbox"/>
b)	1D, 2B, 3C, 4A	<input type="checkbox"/>
c)	1B, 2C, 3D, 4A	<input type="checkbox"/>
d)	1C, 2D, 3A, 4B	<input type="checkbox"/>

Question 18	FL-3.2.5	K1	Score 1.0
-------------	----------	----	-----------

Which of the following is a factor that contributes to a successful review?

Please select ONE Option! (1 out of 4)

a)	Ensure management participate as reviewers.	<input type="checkbox"/>
b)	Split large work products into smaller parts.	<input type="checkbox"/>
c)	Set reviewer evaluation as an objective.	<input type="checkbox"/>
d)	Plan to cover one document per review.	<input type="checkbox"/>

Question 19	FL-4.1.1	K2	Score 1.0
-------------	----------	----	-----------

What is the MAIN difference between black-box test techniques and experience-based test techniques?

Please select ONE Option! (1 out of 4)

a)	The test object.	<input type="checkbox"/>
b)	The test level at which the test technique is used.	<input type="checkbox"/>
c)	The test basis.	<input type="checkbox"/>
d)	The software development lifecycle (SDLC) in which the test technique can be used.	<input type="checkbox"/>

Question 20	FL-4.2.1	K3	Score 1.0
-------------	----------	----	-----------

You are testing a PIN validator, which accepts valid PINs and rejects invalid PINs. A PIN is a sequence of digits. A PIN is valid if it consists of four digits and at least two of them are different.

Which of the following sets of input test data cover all equivalence partitions for this scenario?

Please select ONE Option! (1 out of 4)

a)	112, 1111, 1234, 123456	<input type="checkbox"/>
b)	1, 123, 1111, 1234	<input type="checkbox"/>
c)	12, 112, 1112, 11112	<input type="checkbox"/>
d)	1, 111, 1111, 11111	<input type="checkbox"/>

Question 21	FL-4.2.2	K3	Score 1.0
-------------	----------	----	-----------

A developer was asked to implement the following business rule:

INPUT: value (integer number)

IF (value ≤ 100 OR value ≥ 200) THEN write “value incorrect”

ELSE write “value OK”

You design the test cases using 2-value boundary value analysis.

Which of the following sets of test inputs achieves the greatest coverage?

Please select **ONE** Option! (1 out of 4)

a)	100, 150, 200, 201	<input type="checkbox"/>
b)	99, 100, 200, 201.	<input type="checkbox"/>
c)	98, 99, 100, 101.	<input type="checkbox"/>
d)	101, 150, 199, 200	<input type="checkbox"/>

Question 22	FL-4.2.3	K3	Score 1.0
-------------	----------	----	-----------

You are working on a project to develop a system to analyze driving test results. You have been asked to design test cases based on the following decision table.

	R1	R2	R3
C1: First attempt at the exam?	-	-	F
C2: Theoretical exam passed?	T	F	-
C3: Practical exam passed?	T	-	F
Issue a driving license?	X		
Request additional driving lessons?			X
Request to take the exam again?		X	

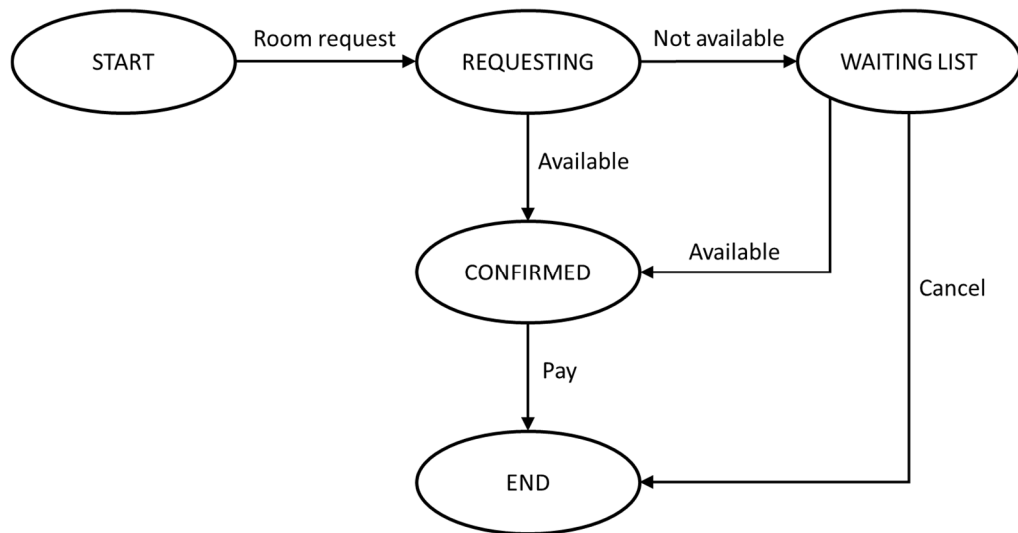
What test data will show that there are contradictory rules in the decision table?

Please select **ONE** Option! (1 out of 4)

a)	C1 = T, C2 = T, C3 = F	<input type="checkbox"/>
b)	C1 = T, C2 = F, C3 = T	<input type="checkbox"/>
c)	C1 = T, C2 = T, C3 = T and C1 = F, C2 = T, C3 = T	<input type="checkbox"/>
d)	C1 = F, C2 = F, C3 = F	<input type="checkbox"/>

Question 23	FL-4.2.4	K3	Score 1.0
-------------	----------	----	-----------

You are designing test cases based on the following state transition diagram:



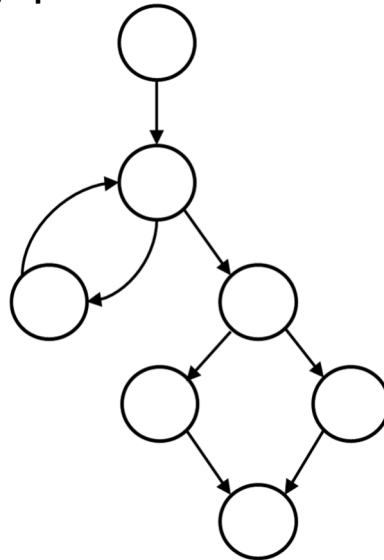
What is the **MINIMUM** number of test cases required to achieve **100%** valid transitions coverage?

Please select **ONE** Option! (1 out of 4)

a)	3	<input type="checkbox"/>
b)	2	<input type="checkbox"/>
c)	5	<input type="checkbox"/>
d)	6	<input type="checkbox"/>

Question 24	FL-4.3.2	K2	Score 1.0
-------------	----------	----	-----------

You want to apply branch testing to the code represented by the following control flow graph.



How many coverage items do you need to test?

Please select ONE Option! (1 out of 4)

a)	2	<input type="checkbox"/>
b)	4	<input type="checkbox"/>
c)	8	<input type="checkbox"/>
d)	7	<input type="checkbox"/>

Question 25	FL-4.3.3	K2	Score 1.0
--------------------	-----------------	-----------	------------------

How can white-box testing be useful in support of black-box testing?

Please select ONE Option! (1 out of 4)

a)	White-box coverage measures can help testers evaluate black-box tests in terms of the code coverage achieved by these black-box tests.	<input type="checkbox"/>
b)	White-box coverage analysis can help testers identify unreachable fragments of the source code.	<input type="checkbox"/>
c)	Branch testing subsumes black-box test techniques, so achieving full branch coverage guarantees achieving full coverage of any black-box technique.	<input type="checkbox"/>
d)	White-box test techniques can provide coverage items for black-box techniques.	<input type="checkbox"/>

Question 26	FL-4.4.1	K2	Score 1.0
--------------------	-----------------	-----------	------------------

Consider the following list:

- **Correct input not accepted**
- **Incorrect input accepted**
- **Wrong output format**
- **Division by zero**

What test technique is MOST PROBABLY used by the tester who uses this list when performing testing?

Please select ONE Option! (1 out of 4)

a)	Exploratory testing	<input type="checkbox"/>
b)	Fault attack	<input type="checkbox"/>
c)	Checklist-based testing	<input type="checkbox"/>
d)	Boundary value analysis	<input type="checkbox"/>

Question 27	FL-4.4.3	K2	Score 1.0
-------------	----------	----	-----------

Which of the following BEST describes how using checklist-based testing can result in increased coverage?

Please select ONE Option! (1 out of 4)

a)	Checklist items can be defined at a sufficiently low level of detail, so the tester can implement and execute detailed test cases based on these items.	<input type="checkbox"/>
b)	Checklists can be automated, so each time an automated test execution covers the checklist items, it results in additional coverage.	<input type="checkbox"/>
c)	Each checklist item should be tested separately and independently, so the elements cover different areas of the software.	<input type="checkbox"/>
d)	Two testers designing and executing tests based on the same high-level checklist items will typically perform the testing in slightly different ways.	<input type="checkbox"/>

Question 28	FL-4.5.2	Kx	Score 1.0
-------------	----------	----	-----------

Which of the following provides the BEST example of a scenario-oriented acceptance criterion?

Please select one Option! (1 out of 4)

a)	The application must allow users to delete their account and all associated data upon request.	<input type="checkbox"/>
b)	When a customer adds an item to their cart and proceeds to checkout, they should be prompted to log in or create an account if they haven't already done so.	<input type="checkbox"/>
c)	IF (contain(product(23).Name, cart.products())) THEN return FALSE.	<input type="checkbox"/>
d)	The website must comply with the ICT Accessibility 508 Standards and ensure that all content is accessible to users with disabilities.	<input type="checkbox"/>

Question 29	FL-4.5.3	K3	Score 1.0
-------------	----------	----	-----------

You are using acceptance test-driven development and designing test cases based on the following user story:

As a Regular or Special user, I want to be able to use my electronic floor card, to access specific floors.

Acceptance Criteria:

AC1: Regular users have access to floors 1 to 3

AC2: Floor 4 is only accessible to Special users

AC3: Special users have all the access rights of Regular users

Which test case is the MOST reasonable one to test AC3?

Please select ONE Option! (1 out of 4)

a)	Check that a Regular user can access floors 1 and 3.	<input type="checkbox"/>
b)	Check that a Regular user cannot access floor 4.	<input type="checkbox"/>
c)	Check that a Special user can access floor 5.	<input type="checkbox"/>
d)	Check that a Special user can access floors 1, 2 and 3.	<input type="checkbox"/>

Question 30	FL-5.1.1	K2	Score	1.0
-------------	----------	----	-------	-----

Which of the following is NOT a purpose of a test plan?

Please select ONE Option! (1 out of 4)

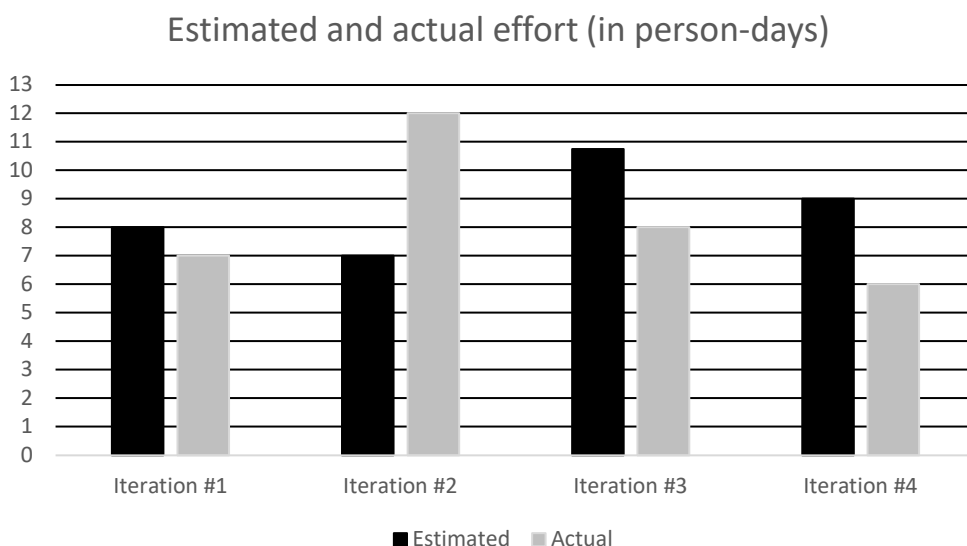
a)	To define test data and expected results for component tests and component integration tests.	<input type="checkbox"/>
b)	To define as exit criteria from the component test level that “100% statement coverage and 100% branch coverage must be achieved”.	<input type="checkbox"/>
c)	To describe what fields the test progress report shall contain and what should be the form of this report.	<input type="checkbox"/>
d)	Explain why system integration tests are excluded from the test, even though the test strategy requires this test level.	<input type="checkbox"/>

Question 31	FL-5.1.4	K3	Score 1.0
-------------	----------	----	-----------

At the beginning of each iteration, the team estimates the amount of work (in person-days) they will need to complete during the iteration. Let $E(n)$ be the estimated amount of work for iteration n , and let $A(n)$ be the actual amount of work done in iteration n . From the third iteration, the team uses the following estimation model based on extrapolation:

$$E(n) = \frac{3 * A(n - 1) + A(n - 2)}{4}$$

The graph shows the estimated and actual amount of work for the first four iterations.



What is the estimated amount of work for iteration #5?

Please select ONE Option! (1 out of 4)

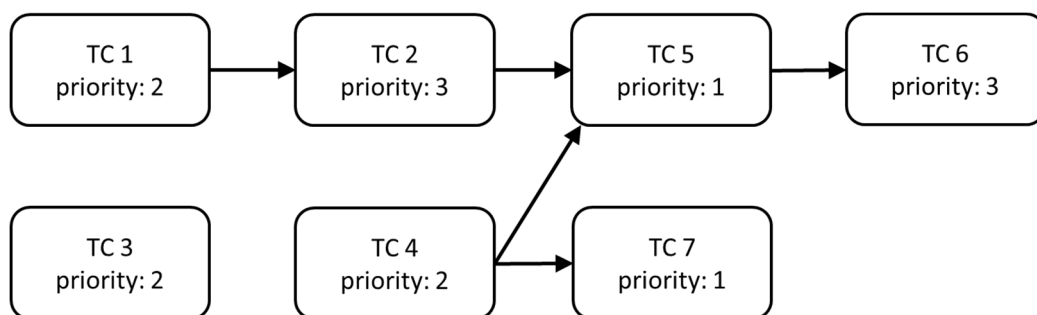
a)	10.5 person-days	<input type="checkbox"/>
b)	8.25 person-days	<input type="checkbox"/>
c)	6.5 person-days	<input type="checkbox"/>
d)	9.4 person-days	<input type="checkbox"/>

Question 32	FL-5.1.5	K3	Score 1.0
-------------	----------	----	-----------

You are preparing a test execution schedule for executing seven test cases TC 1 to TC 7.

The following figure includes the priorities of these test cases (1=highest priority, 3 = lowest priority).

The figure also shows the dependencies between test cases using arrows. For instance, the arrow from TC 4 to TC 5 means that TC 5 can only be executed if TC 4 was previously executed.



Which test case should be executed sixth?

Please select ONE Option! (1 out of 4)

a)	TC 3	<input type="checkbox"/>
b)	TC 5	<input type="checkbox"/>
c)	TC 6	<input type="checkbox"/>
d)	TC 2	<input type="checkbox"/>

Question 33	FL-5.1.6	K1	Score	1.0
--------------------	-----------------	-----------	--------------	------------

What does the test pyramid model show?

Please select ONE Option! (1 out of 4)

a)	That tests may have different priorities.	<input type="checkbox"/>
b)	That tests may have different granularity.	<input type="checkbox"/>
c)	That tests may require different coverage criteria.	<input type="checkbox"/>
d)	That tests may depend on other tests.	<input type="checkbox"/>

Question 34	FL-5.1.7	K2	Score	1.0
--------------------	-----------------	-----------	--------------	------------

What is the relationship between the testing quadrants, test levels and test types?

Please select ONE Option! (1 out of 4)

a)	Testing quadrants represent particular combinations of test levels and test types, defining their location in the software development lifecycle.	<input type="checkbox"/>
b)	Testing quadrants describe the degree of granularity of individual test types performed at each test level.	<input type="checkbox"/>
c)	Testing quadrants assign the test types that can be performed to the test levels.	<input type="checkbox"/>
d)	Testing quadrants group test levels and test types by several criteria such as targeting specific stakeholders.	<input type="checkbox"/>

Question 35	FL-5.2.3	K2	Score 1.0
-------------	----------	----	-----------

Which of the following is an example of how product risk analysis may influence the thoroughness and scope of testing?

Please select ONE Option! (1 out of 4)

a)	Continuous risk monitoring allows us to identify emerging risk as soon as possible.	<input type="checkbox"/>
b)	Risk identification allows us to implement risk mitigation activities and reduce the risk level.	<input type="checkbox"/>
c)	The assessed risk level helps us to select the rigor of testing.	<input type="checkbox"/>
d)	Risk analysis allows us to derive coverage items.	<input type="checkbox"/>

Question 36	FL-5.3.2	K2	Score 1.0
-------------	----------	----	-----------

Which of the following activities in the test process makes the MOST use of test progress reports?

Please select ONE Option! (1 out of 4)

a)	Test design	<input type="checkbox"/>
b)	Test completion	<input type="checkbox"/>
c)	Test analysis	<input type="checkbox"/>
d)	Test planning	<input type="checkbox"/>

Question 37	FL-5.4.1	K2	Score	1.0
-------------	----------	----	-------	-----

Which of the following is NOT an example of how configuration management supports testing?

Please select ONE Option! (1 out of 4)

a)	All commits to the repository are uniquely identified and version controlled.	<input type="checkbox"/>
b)	All changes in the test environment elements are tracked.	<input type="checkbox"/>
c)	All requirement specifications are referenced unambiguously in test plans.	<input type="checkbox"/>
d)	All identified defects have an assigned status.	<input type="checkbox"/>

Question 38	FL-5.5.1	K3	Score	1.0
-------------	----------	----	-------	-----

Consider the following defect report for a web-based shopping application:

Application: WebShop v0.99

Defect: Login button not working

Steps to Reproduce:

Launch the website

Click on the login button

Expected result: The user should be redirected to the login page.

Actual result: The login button does not respond when clicked.

Severity: High

Priority: Urgent

What is the MOST important information that is missing from this report?

Please select ONE Option! (1 out of 4)

a)	Name of the tester and date of the report.	<input type="checkbox"/>
b)	Test environment elements and their version numbers.	<input type="checkbox"/>
c)	Identification of the test object.	<input type="checkbox"/>
d)	Impact on the interests of stakeholders.	<input type="checkbox"/>

Question 39	FL-6.1.1	K2	Score 1.0
-------------	----------	----	-----------

Tools from which of the following categories help with the organization of test cases, detected defects and configuration management?

Please select ONE Option! (1 out of 4)

a)	Test execution and coverage tools	<input type="checkbox"/>
b)	Test design and implementation tools	<input type="checkbox"/>
c)	Defect management tools	<input type="checkbox"/>
d)	Test management tools	<input type="checkbox"/>

Question 40	FL-6.2.1	K1	Score 1.0
-------------	----------	----	-----------

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

Please select ONE Option! (1 out of 4)

a)	The capability of generating test cases without access to the test basis.	<input type="checkbox"/>
b)	The achievement of increased coverage through more objective assessment.	<input type="checkbox"/>
c)	The increase in test execution times available with higher processing power.	<input type="checkbox"/>
d)	The prevention of human errors through greater consistency and repeatability.	<input type="checkbox"/>

Space for your notes:

(are neither read nor valuated during correction)

Space for your notes:

(are neither read nor valuated during correction)