Certified Tester, Foundation Level
Exam ID: A
Sample Exam – Answers

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ISTQB® Certified Tester Syllabus

Foundation Level

Exam ID: A

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Document Responsibility

The ISTQB® Examination Working Group is responsible for this document.

Acknowledgements

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Revision History

Version	Date	Remarks
1.4	January 3, 2019	Sample Exam – Answers Layout Template used
1.0	May 11, 2018	First Issue
1.1	May 11, 2018	Some text in LO updated Spelling is corrected
1.2	February 16, 2019	Transfer to Sample Exam Template layout Minor changes to Exam Questions Major changes to Exam Question: 5,15, 18, 23, 24, 27, 30, 31, 33, 35, 37

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Introduction

Purpose of this document

The sample questions, answer sets and associated justifications in this document have been created by a team of Subject Matter Experts and experienced question writers with the aim of assisting ISTQB® Member Boards and Exam Boards in their question writing activities.

These questions cannot be used as-is in any official examination, but they should serve as guidance for question writers. Given the wide variety of formats and subjects, these sample questions should offer many ideas for the individual Member Boards on how to create good questions and appropriate answer sets for their examinations.

Instructions

The question and answer sets are organized in the following way:

- Learning Objective and K-level
- Question - including any scenario followed by the question stem (The question is contained in a separate document)
- Answer Set (The answer set is contained in the document)
- Is correct answer – including justification of the answers

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Answer Key

Question Number	Correct Answer	LO	K-Level	Points	Question Number	Correct Answer	LO	K-Level	Points
1	b	FL-1.x	K1	1	21	b	FL-4.3.2	K2	1
2	b	FL-1.1.1	K1	1	22	b	FL-4.3.1	K2	1
3	b	FL-1.1.2	K2	1	23	a	FL-4.3.3	K2	1
4	a	FL-1.2.3	K2	1	24	c	FL-4.4.2	K2	1
5	c	FL-1.3.1	K2	1	25	d	FL-4.2.1	K3	1
6	b	FL-1.2.2	K2	1	26	d	FL-4.2.2	K3	1
7	d	FL-1.4.2	K2	1	27	d	FL-4.2.3	K3	1
8	a	FL-1.4.3	K2	1	28	b	FL-4.2.4	K3	1
9	c	FL-2.3.2	K1	1	29	c	FL-4.2.1	K3	1
10	b	FL-2.2.1	K2	1	30	b	FL-5.1.2	K1	1
11	c	FL-2.3.3	K2	1	31	a	FL-5.3.1	K1	1
12	a	FL-2.1.1	K2	1	32	a, b	FL-5.2.1	K2	1
13	a	FL-2.4.1	K2	1	33	a	FL-5.2.3	K2	1
14	d	FL-3.2.2	K1	1	34	a	FL-5.3.2	K2	1
15	c	FL-3.2.1	K2	1	35	b	FL-5.2.2	K2	1
16	c	FL-3.2.3	K2	1	36	a	FL-5.2.6	K2	1
17	a, c	FL-3.1.2	K2	1	37	c	FL-5.2.4	K3	1
18	d	FL-3.2.4	K3	1	38	b	FL-5.6.1	K3	1
19	c	FL-4.x	K1	1	39	d	FL-6.1.2	K1	1
20	d	FL-4.1.1	K2	1	40	d	FL-6.1.1	K2	1

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Question	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-level	Number of Points
1.	b	a) Is not correct: Definition of feature according to glossary. b) Is correct: From glossary. c) Is not correct: Definition of functionality according to glossary. d) is not correct: Definition of modified condition decision coverage according to glossary.	FL-1.x	K1	1
2.	b	a) Is not correct: Contradiction to principle 3: "Early testing saves time and money". b) Is correct: This is one objective of testing (syllabus chapter 1.1.1). c) Is not correct: Principle #2 states that exhaustive testing is impossible, so one can never prove that all defects were identified (syllabus chapter 1.3). d) Is not correct: To make an assessment whether a defect will cause a failure or not, one has to detect the defect first. Saying that no remaining defect will cause a failure, implicitly means that all defects were found. This again contradicts principle #2. (syllabus chapter 1.3).	FL-1.1.1	K1	1
3.	b	a) Is not correct: Testing does not identify the source of defects, but by debugging only (syllabus chapter 1.1.2). b) Is correct: Dynamic testing can show failures that are caused by defects in the software. Debugging can be used to analyze and eliminate the sources of defects (syllabus 1.1.2). c) Is not correct: Testing does not remove faults, but by debugging only (syllabus chapter 1.1.2). d) Is not correct: Dynamic testing does not directly prevent the causes of failures (defects), but detects the presence of defects (syllabus chapter 1.3, 1. principle).	FL-1.1.2	K2	1

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Question	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-level	Number of Points
4.	a	a) Is correct:. A crash is clearly noticeable by the user (syllabus chapter 1.2.3). b) Is not correct: this is a defect, not a failure, since there is something wrong in the code. It may not result in a visible or noticeable failure, for example if the changes in the source code file are only in comments (syllabus chapter 1.2.3). c) Is not correct: The use of wrong input variables may not result in a visible or noticeable failure, for example if nobody uses this particular algorithm; or if the wrong input variable has a similar value to the correct input variable; or if the FALSE result of the algorithm is not used (syllabus chapter 1.2.3). d) Is not correct: This type of fault will not necessarily lead to a failure; for example, if no one uses this special algorithm (syllabus chapter 1.2.3).	FL-1.2.3	K2	1
5.	c	a) Is not correct: Testing is context dependent, regardless of it being manual or automated (syllabus chapter 1.3, 6. principle), but does not result in detecting a decreasing number of faults as described above. b) Is not correct: Exhaustive testing is impossible, regardless of the amount of effort put into testing (syllabus chapter 1.3, 2. principle). c) Is correct: Syllabus 1.3: principle #5 says "Beware of the pesticide paradox respectively repetitions have no effectiveness". Automated regression testing of the same test cases will not bring new findings. d) Is not correct: "Defects cluster together" (syllabus chapter 1.3.4, 4. principle). A small number of modules usually contain most of the defects, but this does not mean that fewer and fewer defects will be found.	FL-1.3.1	K2	1

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Question	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-level	Number of Points
6.	b	a) Is not correct: This is quality assurance but not testing (syllabus chapter 1.2.2). b) Is correct: Syllabus 1.2.2. Testing contributes to the achievement of quality in a variety of ways, e.g. such as reducing the risk of inadequate software quality (syllabus chapter 1.1.1). c) Is not correct: This is quality assurance but not testing (syllabus chapter 1.2.2). d) Is not correct: The quality cannot be measured by counting the number of executed test cases without knowing the outcome (syllabus chapter 1.2.2).	FL-1.2.2	K2	1
7.	d	a) Is not correct: This activity is performed during the test design activity (syllabus chapter 1.4.2, test design). b) Is not correct: This activity is performed during the test implementation activity (syllabus chapter 1.4.2, test implementation). c) Is not correct: This activity is performed during the test completion activity (syllabus chapter 1.4.2, test completion). d) Is correct: This activity is performed during the test analysis activity (syllabus chapter 1.4.2, test analysis).	FL-1.4.2	K2	1

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8.	a	Test suite: Syllabus 1.4.3 for test implementation: test implementation work products also include test suites, which are groups of test scripts, as well as a test execution schedule (1A). Test case: Glossary "A set of preconditions, inputs, actions (where applicable), expected results and postconditions, developed based on test conditions" (2C). Test script: Glossary "A sequence of instructions for the execution of a test" (3B). Test charter: Glossary "A statement of test objectives, and possibly test ideas about how to test. Documentation of test activities in session-based exploratory testing" (4D). Thus: a) Is correct b) Is not correct c) Is not correct a) Is not correct	FL-1.4.3	K2	1
9.	c	a) Is not correct: Relevant for integration testing (syllabus chapter 2.2.2). b) Is not correct: Relevant for component testing (syllabus chapter 2.2.1). c) Is correct: syllabus chapter 2.3.5: For acceptance testing, tests are designed to cover all supported financial data file structures and value ranges for bank-to-bank transfers. d) Is not correct: Relevant for system testing (syllabus chapter 2.2.3).	FL-2.3.2	K1	1

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10.	b	a) Is not correct: System testing does not test interfaces between components and interactions between different parts of the system; this is a target of integration tests (syllabus chapter 2.2.2). b) Is correct: Syllabus 2.2.1: Examples of work products that can be used as a test basis for component testing include: detailed design, code, data model, component specifications. Syllabus 2.2.3: Examples of work products for system testing include: system and software requirement specifications (functional and non-functional), …,.. use cases. c) Is not correct: Component testing does not ONLY focus on functional characteristics. d) Is not correct: Component tests are also executed by developers, whereas system testing typically is the responsibility of testers (syllabus chapter 2.2).	FL-2.2.1	K2	1
11.	c	a) Is not correct: Regression testing does not check successful implementation of corrections and confirmation testing does not check for side effects (syllabus chapter 2.4). b) Is not correct– The statement about confirmation testing should be about regression testing (syllabus chapter 2.4). c) Is correct: Syllabus chapter 2.3.4. d) Is not correct: Testing new functionality is not regression testing (syllabus chapter 2.4).	FL-2.3.3	K2	1

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12.	a	a) Is correct: Syllabus chapter 2.1.1: incremental development involves establishing requirements, designing, building, and testing a system in pieces. b) Is not correct: This is a sequential model (syllabus chapter 2.1.1). c) Is not correct: This describes the waterfall model (syllabus chapter 2.1.1). d) Is not correct: Testing alone is not an increment/additional step in the development (syllabus chapter 2.1.1).	FL-2.1.1	K2	1
13.	a	a) Is correct: This is maintainability testing, not maintenance testing. b) Is not correct: This is a trigger for maintenance testing, see the syllabus chapter 2.4.1: Operational tests of the new environment as well as of the changed software. c) Is not correct: This is the trigger for maintenance testing, see the syllabus chapter 2.4.1: testing restore/retrieve procedures after archiving for long retention periods. d) Is not correct: This is the trigger for maintenance testing, see the syllabus chapter 2.4.1: Reactive modification of a delivered software product to correct emergency defects that have caused actual failures.	FL-2.4.1	K2	1
14.	d	a) Is not correct: Tester and developer are NOT roles in a formal review as per syllabus chapter 3.2.2. b) Is not correct: Developer is NOT a role in a formal review as per syllabus chapter 3.2.2. c) Is not correct: Designer is NOT a role in a formal review as per syllabus chapter 3.2.2. d) Is correct: See syllabus chapter 3.2.2.	FL-3.2.2	K1	1

Question	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-level	Number of Points
15.	c	a) Is not correct: 'Collection of metrics' belongs to the main activity "Fixing and Reporting" (syllabus chapter 3.2.1). b) Is not correct: 'Answer any question.' belongs to the main activity "Initiate Review" (syllabus chapter 3.2.1). c) Is correct: According to syllabus chapter 3.2.1: The checking of entry criteria takes place in the planning of a formal review. d) Is not correct: The evaluation of the review findings against the exit criteria belongs to the main activity "Issue communication and analysis" (syllabus chapter 3.2.1).	FL-3.2.1	K2	1
16.	c	a) Is not correct: Informal review does not use a formal process (syllabus chapter 3.2.3). b) Is not correct: Use of checklists are optional (syllabus chapter 3.2.3). c) Is correct: As per syllabus 3.2.3: inspection is a formal process based on rules and checklists. d) Is not correct: Does not explicitly require a formal process and the use of checklists is optional (syllabus chapter 3.2.3).	FL-3.2.3	K2	1
17.	a, c	a) Is correct: Syllabus chapter 3.1.2: defects found early are often much cheaper to remove than defects detected later in the lifecycle. b) Is not correct: Dynamic testing still has its challenging objectives (syllabus chapter 3.1.2). c) Is correct: Syllabus chapter 3.1.2: preventing defects in design or coding by uncovering omissions, inaccuracies, inconsistencies, ambiguities, and redundancies in requirements. d) Is not correct: This is dynamic testing (see glossary V.3.2). e) Is not correct: Static testing is important for safety-critical computer systems (syllabus chapter 3.1).	FL-3.1.2	K2	1

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18.	d	a) Is not correct: It is described that the software architect must have completed the system specification. b) Is not correct: In syllabus chapter 3.2.4 'checklist-based', last sentence it is documented that you should also look for defects outside the checklist. c) Is not correct: It is described: every reviewer did his review done comment. d) Is correct: It is described that a checklist is available, but who provides the checklist?	FL-3.2.4	K3	1
19.	c	a) Is not correct: This is error guessing, defined in glossary V.3.2. b) Is not correct: This is black-box test technique, defined in glossary V.3.2. c) Is correct: Defined in glossary V.3.2. d) Is not correct: This is exploratory testing, defined in Glossary V.3.2.	FL-4.x	K1	1
20.	d	a) Is not correct: This is a white-box test technique (syllabus chapter 2.2.2 and 4.1.2). b) Is not correct: This is a white-box test technique (syllabus chapter 4.1.2). c) Is not correct: This is an experience-based test technique (syllabus chapter 4.4). d) Is correct: Syllabus 4.1.2: Black-box test techniques are based on an analysis of the appropriate test basis (e.g. formal requirements documents, specifications, use cases, user stories).	FL-4.1.1	K2	1

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21.	b	a) Is not correct: While the given statement is true, the explanation is not. The relationship between statement and decision coverage is misrepresented (syllabus chapter 4.3). b) Is correct: Since any test case will cause the outcome of the "if" statement to be either TRUE or FALSE, by definition we achieved 50% decision coverage (syllabus chapter 4.3). c) Is not correct: A single test case can give more than 25% decision coverage, this means according to the statement above always 50 % decision coverage (syllabus chapter 4.3). d) Is not correct: The statement is specific and always true, because each test case achieves 50 % decision coverage (syllabus chapter 4.3).	FL-4.3.2	K2	1
22.	b	a) Is not correct: Statement coverage measures the percentage of statements exercised by test cases. b) Is correct: Syllabus 4.3.1: statement testing exercises the executable statements in the code. Statement coverage is measured as the number of statements executed by the tests divided by the total number of executable statements in the test object, normally expressed as a percentage. c) Is not correct: The coverage does not measure pass/fail. d) Is not correct: It is a metric and does not provide true/false statements.	FL-4.3.1	K2	1

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23.	a	a) Is correct: The statement is true. Achieving 100% decision coverage guarantees 100% statement coverage (syllabus chapter 4.3.3 third paragraph). b) Is not correct: The statement is false because achieving 100 % statement coverage does not in any case mean that the decision coverage is 100 % (syllabus chapter 4.3.3 third paragraph). c) Is not correct: The statement is false, because we can only do statements about 100% values (syllabus chapter 4.3.3 third paragraph). d) Is not correct: The statement is false (syllabus chapter 4.3.3).	FL-4.3.3	K2	1
24.	c	a) Is not correct: Exploratory testing is not suitable to speed up tests which are already specified. It is most useful when there are few or inappropriate specified requirements or significant time pressure on testing (syllabus chapter 4.4.2). b) Is not correct: The absence of a test charter which may have been derived from the test analysis is a poor precondition for the use of exploratory testing (syllabus chapter 1.4.3 and 4.4.2). c) Is correct: Exploratory tests should be performed by experienced testers with knowledge of similar applications and technologies (syllabus chapter 4.4 and 1.4.2). d) Is not correct: Explorative testing alone is not suitable to provide evidence that the test was very intensive, instead the evidence is provided in combination with other test methods (syllabus chapter 4.4.2).	FL-4.4.2	K2	1

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25.	d	a) Is not correct: one too few (see the 4 correct partitions in d). b) Is not correct: one too much (see the 4 correct partitions in d). c) Is not correct: two too few (see the 4 correct partitions in d). d) Is correct: The 4 equivalence partitions correspond to the description in the question; i.e. at least one test case must be created for each equivalence partition 1. equivalence partition: $0 \leq$ employment time ≤ 2. 2. equivalence partition: $2 <$ employment time < 5. 3. equivalence partition: $5 \leq$ employment time ≤ 10. 4. equivalence partition: $10 <$ employment time.	FL-4.2.1	K3	1
26.	d	The following partitions can be identified: 1. <= 50, boundary value 50 2. 51 – 55 boundary values 51, 55 3. 56 – 60 boundary values 56, 60 4. >=61 boundary value 61 Boundary value according to glossary V.3.2: A minimum or maximum value of an ordered equivalence partition Thus: a) Is not correct: Does not include all necessary boundary values, but it includes additional values: 0,49,59 which are not boundary values in this equivalence partition (syllabus chapter 4.2.2). b) Is not correct: Does not include all necessary boundary values. 51 and 55 are missing (syllabus chapter 4.2.2). c) Is not correct: Does not include necessary boundary values but it includes additional values: 49,62,54 which are not boundary values in this equivalence partition (syllabus chapter 4.2.2). d) Is correct: includes all necessary boundary values (syllabus chapter 4.2.2).	FL-4.2.2	K3	1

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27.	d	a) Is not correct: If there was no agreement on targets, it is impossible to reach the targets. Since this situation can´t occur, this is not a scenario happening in reality. b) Is not correct: The test case is objectively wrong, since under these conditions no bonus is paid because the agreed target was not reached. c) Is not correct: There was no agreement on targets, it is impossible to reach the targets. Since this situation can´t occur, this is not a scenario happening in reality. d) Is correct: The test case describes the situation that the too short period of employment and the non-fulfilment of the agreed target leads to non-payment of the bonus. This situation can occur in practice, but is missing in the decision table.	FL-4.2.3	K3	1
28.	b	Proposed test case covers all five possible single valid transitions in the given state diagram (S1->S2, S2->S1, S2->S3, S3->S2, S3->S1). a) Is not correct: Because no invalid transitions are covered. b) Is correct: Because all valid transitions are covered. c) Is not correct: Because all valid transitions are covered. d) Is not correct: Because the test cases don't have pairs of transitions specified.	FL-4.2.4	K3	1
29.	c	a) Is not correct: See correct answer c). b) Is not correct: See correct answer c). c) Is correct: This is a case where the requirement gives an enumeration of discrete values. Each enumeration value is an equivalence class by itself, therefore each will be tested when using equivalence partitioning test technique. d) Is not correct: See correct answer c).	FL-4.2.1	K3	1

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30.	b	a) Is not correct: Selection of tools is a test manager task (syllabus 5.1.2 11. dot.). b) Is correct: See Syllabus 5.1.2 (test manager 2.+ 4.+ 8.dot; tester 5.+ 6.dot). c) Is not correct: The test manager decides on the release of the test object (syllabus chapter 5.1.2) d) Is not correct: The tester specifies the test cases, the test manager does the prioritization (syllabus chapter 5.1.2).	FL-5.1.2	K1	1
31.	a	a) Is correct: Syllabus chapter 5.3.1: test case execution (e.g. number of test cases run/not run, and test cases passed/failed). b) Is not correct: This metric can be measured, but its value is low. The number of testers does not give any information about the quality of the test object or test progress. c) Is not correct: the coverage of requirements by source code is not measured during test execution. At most, the TEST(!) coverage of the code or requirements is measured. d) Is not correct: This metric is part of test preparation and not test execution.	FL-5.3.1	K1	1

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32.	a, b	a) Is correct: According to syllabus chapter 5.2.1 budgeting (7.dot) and making decisions about what to test (4.dot) are documented in the test plan. This means when you are planning the test and there are budget limitations, prioritizing is needed; what should be tested and what should be omitted. b) Is correct: See syllabus 5.2.1. c) Is not correct: See syllabus 1.4.2, test monitoring and control. d) Is not correct: See syllabus chapter 5.3.1, common test metrics, 4. dot. e) Is not correct: It is a part of test analysis (syllabus chapter 1.4.2).	FL-5.2.1	K2	1
33.	a	a) Is correct: See syllabus chapter 5.2.3 (all 5 dots). b) Is not correct: The "degree of tester's independence" does not play a role in exit criteria (syllabus chapter 5.2.3). c) Is not correct: "Availability of test environment" is an entry criterion, see syllabus 5.2.3 3. dot. d) Is not correct: "The availability of testable requirements" is an entry criterion (syllabus chapter 5.2.3).	FL-5.2.3	K2	1

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34.	a	a) Is correct: This information has been defined earlier in the test project. b) Is not correct: This information is included in a test report; see the syllabus chapter 5.3.2: information on what occurred during a test period. c) Is not correct: This information is included in a test report; see syllabus chapter 5.3.2: Information and metrics to support recommendations and decisions about future actions, such as an assessment of defects remaining, the economic benefit of continued testing, outstanding risks, and the level of confidence in the tested software. d) Is not correct: This information is included in a test report; see syllabus chapter 5.3.2: Information and metrics to support recommendations and decisions about future actions, such as an assessment of defects remaining, the economic benefit of continued testing, outstanding risks, and the level of confidence in the tested software.	FL-5.3.2	K2	1

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35.	b	The mapping of points 1 to 4 to approaches according to syllabus chapter 5.2. is **only correct for option b).** The mappings can be justified as follows: 1. See syllabus chapter 5.2.2, 7. dot, last sentence: Exploratory testing is a common technique employed in reactive strategies, whereby the explorative testing is assigned to the experience-based testing category 2. The control algorithms is 'modelled' on the server, therefore its tested with a model-based strategy (see syllabus chapter 5.2.2, 2. dot). 3. See syllabus chapter 5.2.2, 1. dot, second sentence: "Risk-based testing is an example of an analytical approach, where tests are designed and prioritized based on the level of risk". 4. See syllabus chapter 5.2.2, 5. dot: "This type of test strategy is driven primarily by the advice, guidance, or instructions of stakeholders, business domain experts, or technology experts, who may be outside the test team or outside the organization itself. Thus: a) Is not correct b) Is correct c) Is not correct d) Is not correct	FL-5.2.2	K2	1

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Question	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-level	Number of Points
36.	a	a) Is correct: See syllabus chapter 5.2.6: the metrics-based approach: estimating the testing effort based on metrics of former similar projects or based on typical values. b) Is not correct: This is expert-based approach: estimating the tasks based on estimates made by the owners of the tasks or by experts (syllabus chapter 5.2.6). c) Is not correct: This is expert-based approach: estimating the tasks based on estimates made by the responsible team of the tasks or by experts (syllabus chapter 5.2.6). d) Is not correct: This is expert-based approach: estimating the tasks based on estimates made by the owners of the tasks or by experts (syllabus chapter 5.2.6).	FL-5.2.6	K2	1
37.	c	a) Is not correct: R4 is dependent on R2, so R2 should be tested before R4. b) Is not correct: R7 is dependent on R2, so R7 should be tested before R2. c) Is correct: The tests are specified in a sequence that takes the dependencies into account. d) Is not correct: R2 is dependent on R3, so R3 should be tested before R2.	FL-5.2.4	K3	1
38.	b	a) Is not correct: The test result is given in the short summary. b) Is correct: When testing different versions of software, identifying information is necessary (syllabus chapter 5.6, paragraph: "A defect report…." 4. dot). c) Is not correct: You are just writing the defect report; hence the status is automatically open. d) Is not correct: This information is useful for the tester but does not need to be included in the defect report.	FL-5.6.1	K3	1

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39.	d	a) Is not correct: The benefits are not when creating regressions tests, more in executing them. b) Is not correct: This is done by configuration management tools. c) Is not correct: This needs specialized tools. d) Is correct: Syllabus chapter 6.1.2: Reduction in repetitive manual work (e.g. running regression tests, environment set up/tear down tasks, re-entering the same test data, and checking against coding standards), thus saving time.	FL-6.1.2	K1	1
40.	d	Tool support for management of testing and testware, syllabus chapter 6.1.1, configuration management tools (1B). Tool support for static testing, syllabus chapter 6.1.1, tools that support reviews (2C). Tool support for test execution and logging, syllabus chapter 6.1.1, coverage tools (3A). Tool support for performance measurement and dynamic analysis, syllabus chapter 6.1.1, performance testing tools/monitoring tools/dynamic analysis tools (4D). Thus: a) Is not correct b) Is not correct c) Is not correct d) Is correct	FL-6.1.1	K2	1