Sample Exam – Answers

Sample Exam Set A

v1.0

ISTQB® Agile Test Leadership at Scale (ATLaS) Syllabus

Advanced Level

Compatible with Syllabus v1.0 and Body of Knowledge v1.0

International Software Testing Qualifications Board

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Document Responsibility

The ISTQB® Agile Test Leadership at Scale task force is responsible for this document.

Acknowledgments

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Revision History

Version	Date	Remarks
v1.0	2022/05/13	Release version

Table of Contents

0 Introduction

0.1 Purpose of this Document

The example questions and answers and associated justifications in this sample exam 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
- Providing training providers and exam candidates with examples of exam questions

These questions cannot be used as-is in any official examination.

Note, that real exams may include a wide variety of questions, and this sample exam is not intended to include examples of all possible question types, styles or lengths, also this sample exam may both be more difficult or less difficult than any official exam.

0.2 Instructions

In this document you may find:

- Answer Key table, including for each correct answer:
  - K-level, Learning Objective, and Point value
- Answer sets, including for all questions:
  - Correct answer
  - Justification for each response (answer) option
  - K-level, Learning Objective, and Point value
- Additional answer sets, including for all questions (does not apply to all sample exams):
  - Correct answer
  - Justification for each response (answer) option
  - K-level, Learning Objective, and Point value
- *Questions are contained in a separate document*

1 Answer Key

Question Number (#)	Correct Answer	LO	K-Level	Points
1	d	ATLaS-1.1.1	K2	1
2	a	ATLaS-1.2.1	K2	1
3	c	ATLaS-2.1.1	K2	1
4	c	ATLaS-2.1.2	K3	2
5	d	ATLaS-2.2.1	K4	2
6	d	ATLaS-3.1.1	K3	2
7	d	ATLaS-3.1.2	K2	1
8	d	ATLaS-3.2.1	K2	1
9	b,c	ATLaS-3.2.2	K3	2
10	a	ATLaS-1.2.1	K2	1
11	b	ATLaS-2.1.2	K3	2
12	b,e	ATLaS-2.2.1	K4	3
13	d	ATLaS-3.1.1	K3	2
14	a	ATLaS-3.2.1	K2	1
15	a,d	ATLaS-3.2.2	K3	2
16			K	
17			K	
18			K	
19			K	
20			K	

Question Number (#)	Correct Answer	LO	K-Level	Points
21			K	
22			K	
23			K	
24			K	
25			K	
26			K	
27			K	
28			K	
29			K	
30			K	
31			K	
32			K	
33			K	
34			K	
35			K	
36			K	
37			K	
38			K	
39			K	
40			K	

2 Answers

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
1	d	a) Incorrect. This is not the BEST example. Quality assistance has a broader scope and is shifting the focus from defect detection to defect prevention. b) Incorrect. Quality assistance is enabling the agile teams to do system testing in collaboration and is breaking down testing silos. c) Incorrect. More in line with traditional test management, where a test manager is responsible for test planning. d) Correct. Broader focus than testing and making quality everyone's responsibility.	ATLaS-1.1.1	K2	1
2	a	a) Correct. Quality coaching is an important part of a quality assistance approach, which fosters business agility. b) Incorrect. Test managers can benefit from a collaborative quality approach, but having responsibility for quality and testing as a way to minimize the workload on test managers is not the reason why quality coaching is an important skill. c) Incorrect. Quality coaching is not the same as negotiation. d) Incorrect. While testers coaching developers is certainly one of the behaviors that often provides value, it is not mandatory that dedicated tester roles provide the needed coaching, nor that all built-in quality efforts require tester involvement.	ATLaS-1.2.1	K2	1

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
3	c	a) Incorrect. The scenario states that the integration between the teams is a problem. Each team focusing on its own process probably would not help. Minimizing delays that stop teams from integrating each other's work can be a long-term solution, though. b) Incorrect. Having system teams, test teams, or integration teams can be necessary or helpful, depending on context. It is not clear, though, that this is the solution in the scenario and a current state value stream should be mapped first. c) Correct. If integration creates problems, teams need to focus on that. As an additional focus, teams should use their time to improve on integration issues, but it is still important to troubleshoot if the current state of a value stream has quality problems. d) Incorrect. The working steps described are part of a development value stream and not an operational value stream.	ATLaS-2.1.1	K2	1
4	c	a) Incorrect. Defining the product or service group to which a value stream belongs is usually done before creating the current situation map. b) Incorrect. The value stream should be analyzed in the current state before setting improvement goals. c) Correct. The current state needs to be analyzed to ensure no steps are missing. d) Incorrect. There is no indication that seeing the working steps of development value streams would make the current state map of the operational value stream any clearer.	ATLaS-2.1.2	K3	2

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
5	d	a) Incorrect. The times stated do not indicate a lot of wait time, considering the processing that the tester does. b) Incorrect. The tester has not experienced a failure or incident that could indicate defects that unnecessarily need correction. c) Incorrect. There is no indication of non-utilized talent. d) Correct. Scrolling down a list several times could indicate excessive motion.	ATLaS-2.2.1	K4	2
6	d	a) Incorrect. It is important that the success criteria are met before proceeding to the Act step and not to simply use the best result obtained in the Do step. b) Incorrect. This may still not provide an optimal solution, depending on the success criteria. c) Incorrect. This could indeed be a valid option, but there could also be a more effective solution covered in the Do strategy. d) Correct. This is the correct answer because the success criteria should always be the determining factor when deciding the next action in the Check step. An optimal solution might be obtained through a complete replan or by simply selecting a different approach.	ATLaS-3.1.1	K3	2

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
7	d	a) Incorrect. At the signpost findings step, the teams make sure that improvement experiments and results are accessible in configuration management systems beyond the team scope. b) Incorrect. At the realize step, the teams write transparent, but just enough, documentation as part of the realization of the improvement experiments. c) Incorrect. At the Align step the teams let a testing community of practice know about and give feedback to improvement efforts. d) Correct. This is done at the Act step and not at the Do step. Here the team generates conclusions from the actions devised during the Plan and executed at the Do step. Primarily, this step is about what has to be changed in ways of working from now on.	ATLaS-3.1.2	K2	1
8	d	a) Incorrect. Root cause analysis is a useful process for understanding and solving a problem and you start by figuring out what negative events are occurring. Understanding technical systems is important in systems thinking. b) Incorrect. Five Whys (5 whys) is a problem-solving method that explores the underlying cause and effect of particular problems. The primary goal is to determine the root cause of a defect or a problem by successively asking the question “Why?”. c) Incorrect. Basic root cause analysis techniques in lean include 5 whys, Pareto charts, and fishbone diagrams. d) Correct. To establish new test environments before even knowing what the problem is can be seen as waste.	ATLaS-3.2.1	K2	1

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
9	b,c	a) Incorrect. Adding a number of complaints for a certain month will not improve the diagram. b) Correct. It is unclear why "random test coverage" should raise "product quality." c) Correct. It is helpful to choose nouns in the more positive sense, so that the concept of decreasing or raising the variable is clearer. d) Incorrect. That good product quality helps to avoid customer complaints is causal. e) Incorrect. Loops with an even number of minus signs are balancing loops.	ATLaS-3.2.2	K3	2
10	a	a) Correct. Coaching leaders can help identify structural problems which is the responsibility of leaders to handle. It is therefore a good example of a skill required for quality assistance across the organization. b) Incorrect. Delivery optimization from a retrospective is at the team level not organizational level. Plus facilitation is not a key skill for culture and mindset change across the organization. c) Incorrect. Pairing within teams is not an organizational change, but training at team level. d) Incorrect. Eliminating waste once is probably not resulting in a change in mindset and culture. It would need to be done continuously over a period of time.	ATLaS-1.2.1	K2	1

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
11	b	a) Incorrect. There is no indication that orders requested by management impact collaboration between the operational and development value streams which is the reason for the value stream mapping exercise. b) Correct. Knowing the numbers of open requests per working step might indicate bottlenecks for the operational value stream and where the agile test team can improve their support. c) Incorrect. The non-value adding step is not directly related to how the agile test team is supporting their colleagues. d) Incorrect. Most likely details about the build process of the development value stream are irrelevant for the operational value stream.	ATLaS-2.1.2	K3	2
12	b,e	a) Incorrect. Recommending a factor for all steps does not consider where the problems are located. Furthermore, decreasing processing time by 30% may be very hard to achieve in some of the working steps and it will probably result in a lower improvement of the flow efficiency than several of the other options. b) Correct. This will result in a significant decrease in the lead time since the security department is no longer a bottleneck and the processing time related to approvals are not really value-adding from a customer perspective. c) Incorrect. They are different kinds of activities in different environments with different people performing the steps, so they cannot just be combined. d) Incorrect. Although increasing the quality of the work performed is normally a good thing, because this is a non-value-adding but needed activity at best and the goal of the increase is insignificant compared to some of the other goals, it would be better to find a way to remove the step. e) Correct. If the business team could start acceptance test earlier then that would improve the flow efficiency.	ATLaS-2.2.1	K4	3

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
13	d	a) Incorrect. The group is jumping to the Do step (solution execution) without having validated their understanding of the problem with the people who are supposed to not have understood the needs. b) Incorrect. Updating current processes is part of the Act step and is performed after the Do and Check steps. c) Incorrect. This has nothing to do with process improvement to avoid the same problem in the future. It is preparation for addressing the current sales problem. d) Correct. The Plan step is not completed because the people who are supposedly part of the problem have not been involved in identifying and discussing what the real problem is.	ATLaS-3.1.1	K3	2
14	a	a) Correct. Systems thinking can help to identify test management practices that are only locally optimized. b) Incorrect. It is expected that an agile test leader has the authority to help solve such problems. If the agile test leader is not able to help people or if the problem justifies it, it is also okay to escalate problems to senior/top management. c) Incorrect. While the Five Whys can help understand core problems with test automation, it is not the best technique for determining the number of developers needed to support test automation. d) Incorrect. Systems thinking can address technical systems. And quality assistance as an approach includes technical solutions.	ATLaS-3.2.1	K2	1

Question Number (#)	Correct Answer	Explanation / Rationale	Learning Objective (LO)	K-Level	Number of Points
15	a,d	a) Correct. The causal relationships in the diagram show that if the tasks of improving reliability decreases because they are implemented, the product quality will increase and result in an increase in customer satisfaction. b) Incorrect. If there is a causal relationship between the variables, they should be analyzed together in the same CLD to give a broader view of the system. c) Incorrect. Proper planning is necessary. Technical tasks to improve reliability also take time. The development team will not be able to do two types of tasks at the same time (business and technical) as shown in the CLD. The CLD shows that the more overtime, the fewer available employees and hence fewer improving reliability tasks that get completed. d) Correct. There is a delay indicator between the overtime and available employees which shows it is an effect that will happen after some time. e) Incorrect. The reinforcing loop is incorrect as it is not a loop.	ATLaS-3.2.2	K3	2