Sample Exam – Answers

Sample Exam Set A

v0.6

ISTQB® Agile Test Leadership at Scale (ATLaS) Syllabus Advanced Level

Compatible with Syllabus v0.6

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
v0.6	2021/11/09	Added increment 3
v0.4	2021/06/30	Added increment 2
v0.3	2021/05/26	Pre-release version for public use.

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0 Introduction

0.1 Purpose of this Document

The sample questions and answers and associated justifications in this sample exam set 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.

0.2 Instructions

The answer set is organized in the following way:

- Answer Key with learning objective, K-level, and points for each question
- Answer with correct answer, justification of the answers, and learning objective

Questions are contained in the Sample Exam – Questions: Sample Exam Set A, v0.6 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			K3	
11			K3	
12			K2	
13			K	
14			K	
15			K	
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 re-plan 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 would 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 would be 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