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Software Certifications CSTE

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QUESTION NO: 1

Almost one-half of a programmer's time is spent identifying and fixing errors in specifications.

A. True

B. False

ANSWER: A

Explanation:

True is correct. Defects originating in specifications—such as incomplete, ambiguous, inconsistent, or incorrect requirements—frequently remain undiscovered until development, integration, or testing. At that point, a programmer must do more than change code: they must investigate the observed behavior, trace it back to the intended requirement, clarify the specification with stakeholders, revise affected design and implementation work, and retest the resulting changes. This investigation and rework can consume a substantial proportion of development effort, which is the point captured by the statement.

Software-quality practice therefore emphasizes early requirements reviews, stakeholder validation, traceability, and testable acceptance criteria. These activities make specification defects visible before they propagate into code and related project artifacts. The U.S. National Institute of Standards and Technology documented the significant economic impact of inadequate software testing infrastructure and the costs associated with finding defects late in the lifecycle: NIST Planning Report 02-3. The Software Engineering Institute also describes requirements development and management as essential process areas for establishing clear requirements and controlling their evolution: CMMI for Development, Version 1.3.

QUESTION NO: 2

Function points quantify data processing work outputs.

A. True

B. False

ANSWER: A

Explanation:

True is correct. Function point analysis is a functional-size measurement technique that quantifies the business functionality a software application delivers, rather than the implementation effort or number of lines of code. It evaluates user-recognizable data-processing functionality through categories such as external inputs, external outputs, external inquiries, internal logical files, and external interface files. In this sense, function points quantify the meaningful data-processing work and resulting information services that the application provides to its users.

External outputs are an explicit part of the function point model: they represent processed information sent outside the application boundary, such as reports, messages, or files. The full count also incorporates inputs, inquiries, and maintained or referenced logical data because each contributes to the delivered data-processing functionality. Consequently, function points offer a technology-independent way to express the size of the functional work produced by an information system and support estimating, productivity analysis, and benchmarking. The International Function Point Users Group describes function point analysis as a standardized approach to measuring functional size; see the IFPUG standard overview and the International Function Point Users Group.

QUESTION NO: 3

Choose the two options that are incorrect about the listening skill:

A. Listening involves three steps: hearing, attending, feedback

B. You should ask questions to the speaker to confirm what he or she is saying.

C. Listening is a skill that is taught to young children

ANSWER: A C

Explanation:

The statements “Listening involves three steps: hearing, attending, feedback” and “Listening is a skill that is taught to young children” are the two inaccurate statements. Listening is more than the physical act of hearing. Effective listening is generally described as a deliberate process that includes receiving or hearing a message, attending to it, interpreting or understanding its meaning, evaluating it, remembering relevant information, and responding appropriately. Feedback is valuable because it demonstrates understanding and helps a speaker clarify a message, but it does not replace the essential understanding and interpretation activities within the listening process. Therefore, describing listening solely as hearing, attending, and feedback is incomplete and misleading.

Listening is also a communication skill that develops over time and requires purposeful practice, especially for the higher-level behaviors of attention, comprehension, interpretation, and response. Young children acquire foundational language and attention abilities as part of normal development, but they are not ordinarily taught the complete professional or interpersonal listening skill in the sense intended by communication-skills training. Test professionals must consciously develop active listening so that stakeholder requirements, concerns, and feedback are accurately understood. This aligns with the emphasis on communication competence in the CSTE certification program and with the listening-process guidance from the Communication Theory overview of listening.

QUESTION NO: 4

An angry person is more likely to tell you symptoms than the real problems.

A. True

B. False

ANSWER: A

Explanation:

True is correct. In requirements elicitation, defect investigation, and user-support discussions, anger commonly causes a person to focus on the immediate, visible effect: what failed, what was lost, or what is preventing work from continuing. That reported effect is a symptom, not necessarily the underlying business need, process breakdown, configuration condition, or software defect that must be identified. A skilled test professional should acknowledge the concern, remain calm, and use focused follow-up questions to separate observed behavior from the conditions that produced it. Useful questions establish what the person expected, what actually occurred, when the issue began, what inputs and environment were involved, whether it can be reproduced, and what business impact resulted. This approach turns an emotionally charged report into testable information and supports root-cause-oriented investigation. The principle aligns with the tester’s role in gathering clear information and communicating effectively with stakeholders, as described in the ISTQB Certified Tester Foundation Level materials. It also reflects the practical distinction between a problem’s observable symptoms and its root cause, a key concept in quality-management analysis described by the American Society for Quality.

QUESTION NO: 5

The Malcolm Baldridge National Quality Award is an annual award to recognize US companies which excel in

A. Quality achievement and quality control

B. Quality assurance and quality control

C. Quality achievement and quality management Meeting all the definitions of quality

D. Organizational performance excellence and quality management

ANSWER: D

Explanation:

The Malcolm Baldrige National Quality Award recognizes U.S. organizations that demonstrate excellence in overall organizational performance. Its purpose is broader than inspecting or controlling product quality: the award framework assesses a systematic, integrated approach to performance management across leadership, strategy, customers, measurement and knowledge management, workforce, operations, and results. Therefore, “Organizational performance excellence and quality management” most accurately completes the question. The Baldrige Performance Excellence Program describes the award as recognizing organizations that serve as role models for performance excellence and share effective practices with others. This focus aligns with the quality-management principle that sustained quality is achieved through organization-wide leadership, managed processes, measurement, and continual improvement—not merely conformance checks. The award is administered by the National Institute of Standards and Technology under the Baldrige Performance Excellence Program. See the NIST Baldrige Award overview and the Baldrige Foundation’s description of the framework.

QUESTION NO: 6

The receivers of an information systems service are known as a users.

A. True

B. False

ANSWER: A

Explanation:

True is correct. In information systems and software-quality terminology, a user is a person or organizational role that receives, uses, or benefits from an information-system service. The service may provide information, automate a business activity, process a transaction, or support a decision; the party receiving that outcome is the user. This meaning is important in testing because quality must be assessed in relation to the needs, tasks, expectations, and operating context of the people who will receive and use the system’s services. User-oriented testing therefore considers whether the delivered service enables intended business activities effectively and reliably, rather than merely whether internal technical components execute. The wording “a users” contains a grammatical error and would normally read “users,” but that does not alter the underlying concept being tested. ISO’s usability definition similarly frames use in terms of specified users achieving specified goals in a specified context of use, reinforcing that users are the recipients and operators of system capabilities. See the ISO 9241-11 usability standard overview and the NIST glossary for established information-system and user terminology.

QUESTION NO: 7

Policies provide _____ (Select any Two Options)

A. Detailed prescription to decision makers

B. Guidance to decision makers

C. Broad direction to decision makers

ANSWER: B C

Explanation:

“Guidance to decision makers” and “Broad direction to decision makers
” are correct because a policy establishes management’s high-level intent, principles, and expectations for an organization. Policies provide an authoritative framework that guides decisions consistently, including decisions about quality, testing, risk, resources, and compliance. They communicate what the organization seeks to achieve and the boundaries within which people should act, without ordinarily dictating the exact sequence of actions for every situation.

In a software-testing governance context, a test policy can state the organization’s commitment to appropriate testing, quality objectives, independence, risk-based priorities, and responsibilities. Managers and teams can then use that direction when selecting methods, allocating effort, or resolving quality-related issues. The more detailed operational material needed to implement a policy is normally addressed through supporting standards, procedures, plans, or work instructions. This

distinction lets policies remain stable and broadly applicable while allowing implementation details to be adapted to a project's technology, risks, and lifecycle.

This use of policy as a high-level management directive is consistent with the NIST definition of policy and the governance concepts described in ISACA's policy and governance guidance.

QUESTION NO: 8

Which two elements are the major causes of documentation problems? (Choose any Two)

A. Forgetfulness

B. Not enough time

C. Personal attitudes

D. Low priority

ANSWER: C D

Explanation:

Personal attitudes and **Low priority** are the major underlying causes of documentation problems because both directly affect whether people consistently create, maintain, review, and use documented test assets. Documentation depends on disciplined collaboration: authors must regard it as part of the engineering work rather than as an administrative burden, and teams must be willing to keep information current as requirements, designs, tests, and releases change. Personal attitudes such as resistance to process, reluctance to record knowledge, or an assumption that verbal communication is sufficient can therefore create incomplete or obsolete documentation.

Low priority creates the organizational version of the same problem. When schedules, staffing, and management attention favor immediate delivery tasks while documentation is deferred, documentation is likely to be rushed, omitted, or allowed to become outdated. CSTE-oriented testing practice treats documentation as an essential control for repeatability, traceability, communication, and ongoing maintenance—not as optional overhead. Giving it visible priority and ownership supports reliable test planning and evidence-based quality decisions. These principles align with the quality-management emphasis on controlled documented information and with professional software-testing certification guidance; see ISO 9001:2015 documented-information requirements and CSTE certification information.

QUESTION NO: 9

A large portion of the cost of quality is usually the cost of rework.

A. True

B. False

ANSWER: A

Explanation:

True is correct. Cost of quality includes the costs incurred to prevent defects, assess whether products meet requirements, and address failures. Rework is a failure-related cost: work must be repeated to correct defects or bring a product into conformance after it was not done correctly the first time. In many software projects, rework consumes a substantial share of total quality-related spending because defects discovered after implementation can require renewed analysis, design changes, code modifications, regression testing, documentation updates, and redeployment. The later a defect is detected in the lifecycle, the more artifacts, dependencies, and completed work may need to be revisited, increasing the rework effort. Effective testing and quality practices therefore emphasize early defect prevention and early detection, since investments in reviews, requirements validation, and testing can reduce costly downstream correction work. The Project Management Institute describes cost of quality as including prevention, appraisal, and failure costs, with rework representing an internal failure cost when defects are corrected before delivery. This aligns with the CSTE quality-management perspective that

managing defects and preventing their recurrence reduces the overall economic burden of poor quality. See the Project Management Institute overview of cost of quality and the ASQ cost of quality resource.