



# **iSAQB® CPSA-F® Examination Guide for iSAQB Accredited Trainers**

Based on the CPSA-F Examination Rules 2020

Refers to V 5.0 of the CPSA-F curriculum



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# About this Guide



- This Guide adds information to the examination rules as published by iSAQB.
- This guide only provides explanation – and does NOT replace or overrule the official examination rules.
- The official examination rules have precedence over everything stated here.

# The Curriculum

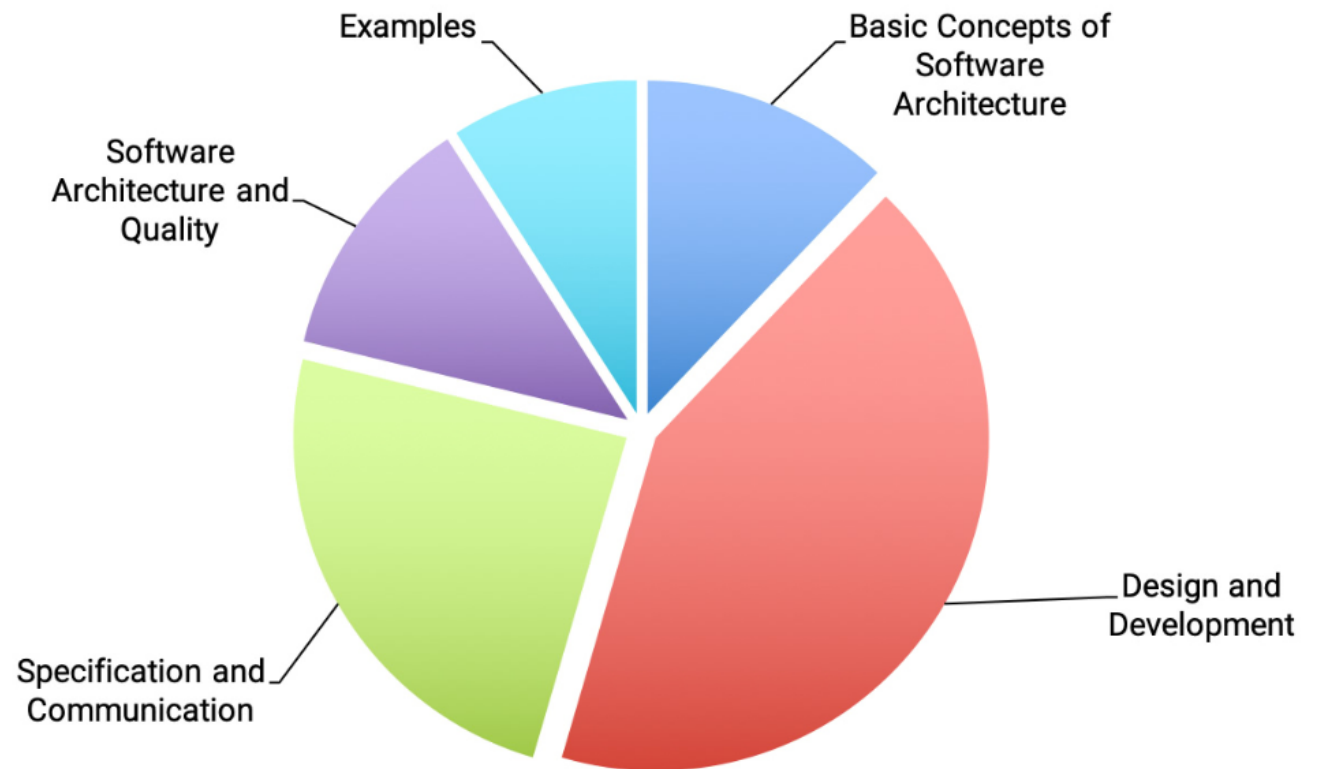


- The curriculum standardizes the contents and their relative priorities for all Accredited CPSA-F Trainings.
- iSAQB Accredited Trainers must know and understand the curriculum, especially all R1 and R2 learning goals.
- Individuals who want to obtain the CPSA-F certificate should read through it.
- The learning goals listed in the curriculum are grouped into chapters and detailed with learning items.
- The curriculum informs about the relevance of learning goals and learning items with respect to the examination.

# Structure and Relative Size in the iSAQB® Foundation Level Curriculum



The sizes of segments indicate the relative proposed duration of the topics in CPISA-F trainings.



# Explanation of Relevance Levels



ID	Expectation	Meaning	Relevance for examination
R1	Being able to	These are the contents participants will be expected to be able to put into practice independently upon completion of the course. Within the course, these contents will be covered through exercises and discussions.	Contents <b>will be covered</b> in the examination.
R2	Understanding	These are the contents participants are expected to understand in principle. They will normally not be the primary focus of exercises in training.	Contents <b>may be covered</b> in the examination.
R3	Knowing	These contents (terms, concepts, methods, practices or similar) can enhance understanding and motivate the topic. They may be covered in training if required.	Contents will not be part of the examination.

# Formalities of CPISA-F® Examination



- Required: Passport or any other official document with participants name and image on it. Will be checked by examination provider.
- Multiple Choice:
  - 75 min (plus 15 min extra, if examination taken in foreign language)
  - About 45 questions – depending on the exam sheet you'll get
  - Each question has max 1-3 points
  - At least 60% of the achievable points required for passing
- During examination:
  - No mobile devices
  - No printed/written material
  - No talk about examination topics

# The Structure of Examination Questions



Question No. & ID		Question	Max. points for this question
Type of question: Selection, Pick Multiple, Categorize	1 -- Id: Q-15-01-20	How many definitions of 'software architecture' exist? Please select one option.	[1 point]
	A-Question: Choose one answer.		
	<div><div><input type="checkbox"/></div><div>One universal definition</div></div> <div><div><input type="checkbox"/></div><div>More than one, less than ten</div></div> <div><div><input type="checkbox"/></div><div>Ten or more</div></div>		
	The options you have to choose from according to the type of the question.		



# S-Questions (Single Correct Answer)



1 -- Id: Q-15-01-20

How many definitions of 'software architecture' exist? Please select one option. [1 point]

*S-Question:* Choose one answer.

- ☐ One universal definition
- ☐ More than one, less than ten
- ☐ Ten or more

- The correct choice: 1 point
- Wrong or too many chosen: 0 points

# P-Questions (Pick Multiple)



- Never select more options than asked for, as that results in zero (0) points.
- Each correct answer adds one nth of the total points.
- Each wrong answer subtracts one nth of the points.
- Giving fewer answers does not lead to deduction.
- The worst case is zero points for a question.

3 -- Id: Q-15-01-50

What is the objective of using dependency inversion?

[1 point]

*P-Question: From the following 4 answers select 2 that fit best.*

- ☐ Large building blocks should not depend upon small building blocks.
- ☐ Building blocks should depend on each other exclusively through interfaces.
- ☐ A building block should be independent of the concrete implementations of the building blocks it uses.
- ☐ Building blocks should be able to create building blocks they require more easily.

- only one correct answer given: 0.5 points
- two correct answers: 1 point
- two wrong answers: 0 points
- one wrong answer: 0 points

# C-Questions (Choose Category)



- Mark none or just one option per row.

4 -- Id: Q-15-01-39

What information should be included in a building block's black box description and what should not?

[1 point]

- No mark in a row counts neutral.

*C- Question: Assign all answers.*

- Each correct mark adds one nth of the points.

should

☐

should not

☐

Interfaces

☐☐

Responsibilities

☐☐

Internal structure

☐☐

Notes on implementation

- Each wrong mark subtracts one nth of the points.

- The worst case is zero points for a question.

There are always exactly 2 mutual exclusive categories.

# Thank you for your interest!



If you have any questions, please contact [info@isaqb.org](mailto:info@isaqb.org) and ask for the Foundation Level Working Group (FLWG).

Remarks or questions concerning specific learning goals can be left in our public Github repository, where the FLWG maintains the curriculum:

<https://github.com/isaqb-org/curriculum-foundation>.

You may open an issue in our public issue tracker:

<https://github.com/isaqb-org/curriculum-foundation/issues>.