

***AGILE BUSINESS CONSORTIUM SCRUM
MASTER***



OTE Foundation Design
February 2021

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1 Introduction

The Agile Business Consortium Scrum Master (*hereafter referred to as ABC SM*) syllabus documents the purpose and scope of the ABC SM examination and sets out the specific knowledge and skills required for each qualification level.

The purpose of this document is to specify the structure and format of the ABC SM examination. It shows the profile of syllabus topics that is used in each examination paper. This profile is applied to all papers to ensure the assessment is consistent across all papers.

The Examination Design also provides information on the examination timings and the requirements for test administration.

It will be used:

- To communicate the qualification's examination design with the training community
- As an input to the configuration of the APMG examination system for this qualification
- As an input to the development of questions and examination papers.

The OTE Foundation Design is under formal change control and any changes and any changes required should be raised with the Design Architect.

For explanation of OTE examination terms see the *OTE Glossary*.

2 Foundation Examination Structure

2.1 Examination Structure

The ABC SM examination is a closed-book examination and is intended to address the knowledge and skills that demonstrate proficiency in knowledge and understanding of the Scrum Framework.

The knowledge and skills required at Foundation level are identified in the ABC SM syllabus.

The Foundation design is based on testing the breadth of the syllabus using random generation of papers. There is no hidden importance to the topics. All topics are of equal importance, with an equal chance of appearing in the examination. A candidate is expected to meet the requirements of all the syllabus topics, although each examination will not necessarily examine all syllabus topics.

Each examination consists of 50 questions covering all syllabus areas. The number of questions per syllabus area in each examination is in proportion to the number of topics within that syllabus area.

In any one paper, the default design is no more than 1 question for each syllabus topic.

The basis on which the number of questions is selected for each syllabus area is given in Appendix A. Out of the total number of questions in the examination 25 will test learning level 1. All Syllabus topics are tested in every paper.

Questions appear in any order on the examination paper, they are not grouped according to syllabus area.

The standard wording for the front cover of the examination booklet and an example of the answer sheet is at Appendix B.

2.2 Sizing

Within the question booklet there are 3 questions per page to allow for varying question lengths, translations and dual language papers for non-English candidates. No question is split across 2 pages.

2.3 Timings

The ABC SM examination will be 40 minutes duration.

2.4 Pass Mark

The pass mark is 74% or more of the marks, i.e. 37 or more marks out of 50.

3 Examination Content

3.1 Test Types Used

Only one test type is used – the Classic test type which presents four options from which one option is selected. Distracters or wrong answers are options that candidates with incomplete knowledge or skill would be likely to choose. These should be generally plausible responses relating to the syllabus area being examined.

3.2 Question Styles

Several question styles will be adopted, as per the following table:

Question Style	Format	Constraints
Standard	The most commonly used style. A standard question usually beginning with “What,” “Who”, “In which process”, “Why”, “How often” or “When”. E.g.: When is the..? Which is a characteristic of...? How often does..? What role	Four options are presented. The answers can be presented in any order. Note: an alphabetic order is not maintained when translated and a logical order may give clues to the answer.
Negative	This uses a negative word in the question stem which is in bold and capitals to emphasize the meaning and make it less likely the candidate will overlook these words e.g.: Which statement is NOT a..? Which statement is FALSE ?	Do not use more than 10% in any one paper.
Missing Word(s)	Identify the missing word/words/word(s)/phrase/product in the following sentence. “....text.....[?]text.....”	Do not ask for the words to complete the beginning or end of a sentence. Write instead as a closed question. Do not use more than 10% in any one paper.
Select (List)	A question that asks the candidate to evaluate four statements and identify which are correct. Three of the options must be correct. Format commonly used is: Which of the following....	This is the only permitted answer format: a) 1,2,3 b) 1,2,4 c) 1,3,4

Question Style	Format	Constraints
	Wherever possible use this instead of the Negative style to identify the incorrect option in a list of four.	d) 2,3,4 Other answer formats include an element of logic within the test and are not fair to candidates. The same understanding can be assessed using the simple standard question style. Do not use more than 10% in any one paper.
Select (Evaluate)	A question that asks the candidate to evaluate two statements and determine whether they are true or false. The standard format is: Which of the following statements about ... is true? 1. Statement 1 2. Statement 2	This is the only permitted answer format: a) Only 1 is true b) Only 2 is true c) Both 1 and 2 are true d) Neither 1 or 2 is true Do not use more than 10% in any one paper.
Question Style Not to be Used		
Negative Select	Where several statements are false Which statements are FALSE ? Which of the following are NOT ...?	The use of negatives is bad practice and selecting several negatives is potentially confusing. Consider alternative styles for testing the same learning outcome.

Table A: Question Styles to be used in the ABC SM Examination

Examples of these styles and the information held about them within the database are at Appendix C.

3.3 Formats and International Considerations

The following formats are supported by the database and are to be used in Word templates.

- Arial 10pt for all text.
- Two character spaces between number for question stem and text of question stem.
- One character space between sentences.
- Options to align with beginning of the question stem
- Italics for certain qualification specific terms
- One line space between question stem and options
- 3pt spacing before and after each option
- Double line spacing between each question
- No full stops to be used for the options
- Certain words may be presented in capitals and/or bold.

The APMG OTE Style Guide details specific guidance on use of italics and bold.

Answers are to be recorded on an answer sheet. An example of this is provided at Appendix B.

3.4 Difficulty Assessment Model

All questions are initially assigned a difficulty category of Medium. Papers are balanced by ensuring that papers are generated on the basis of a certain number of questions per syllabus area, learning level and question style. Question performance in live use is monitored and a question's difficulty category may then be revised in light of performance statistics.

3.5 Profile of Content

All examination papers are assembled or generated to a standard profile of content.

This is detailed at Appendix A.

Each examination paper contains the same number of questions for each syllabus area by learning level and also contains the same profile of question styles.¹

The learning outcomes for each syllabus area are therefore given the same weighting across all examination papers, helping to ensure comparability of examination scores and fairness of the examination.

4 Scoring System

4.1 Scoring Model

All questions gain one mark for a correct answer. There is no negative marking.

4.2 Scoring Correction Procedure

Questions are pre-tested through rigorous quality reviews. Where exceptionally there is a need for a score correction, the question(s) involved will be removed from the paper and the total marks and required pass mark adjusted accordingly.

5 Examination Administration

5.1 Administration Documentation

Any candidate sitting the ABC SM Examination receives the following documentation at the time of their examination, either in a paper based or electronic format:

- Seat Number –allocated on the candidate list summary sent to the invigilator, who will inform the candidate or the candidate will be allocated a number at the point of logging into an online examination
- Candidate Details Form –records the relevant contact information, contact preferences and identification information for all candidates
- Feedback Form – for the candidate to provide feedback to APMG on any comments they may wish to make on their examination paper
- Question Paper –the examination for the candidate to use
- Candidate Answer Sheet – to be used by the candidate to indicate their answers to the examination questions.

In addition, on booking an examination, Candidate Guidance explaining the format of the question papers, and the different styles of question asked is issued to the candidate.

In addition to the information provided to the candidate, a booklet named 'Notes to Invigilators' is issued

to the nominated invigilator for the examination to help them run the session. This booklet contains information on the rules and regulations that will be in place whilst the candidate sits their paper. The invigilator will read out this information to candidates before the examination. The booklet also provides the invigilator with guidance on how to provide feedback on questions that the invigilator believes to be unfair, confusing, poorly worded or misleading and how to deal with major issues arising that may subsequently require a change to the marking scheme.

5.2 Results Format and Content

Results for the ABC SM examination are fed back to candidates either orally by the invigilator or via email for candidates sitting the examinations at APMG public exam centres. Results are issued as the total number of marks achieved by the candidate on their paper.

5.3 Feedback Format and Content

No additional feedback is to be provided for the ABC SM examination.

5.4 Results Timings

In normal circumstances, papers are marked immediately after the examination has taken place and candidates are informed of their results by the invigilator who marked their paper. At public exam centre examinations there may not be time to mark the paper immediately afterwards and so candidates will be emailed their results within 5 working days of the examination. If a candidate is sitting a paper within the pilot phase of its launch, then they may have their results deadline extended and should be informed of this at the time of booking the examinations. In exceptional circumstances results may be withheld until payment has been received from the candidate.

APPENDIX A: ANALYSIS OF SYLLABUS TOPIC AND QUESTION STYLES

Analysis of Syllabus Topics

Ref	Syllabus Area	No of Foundation Syllabus Topics			No of questions in a paper		
Learning Level		1	2	Total	No LL1 per paper	No LL2 per paper	No per paper
CO	Concepts	6	10	16	5	7	12
RO	Roles	4	7	11	3	6	9
EV	Events	6	8	14	5	7	12
AR	Artefacts	4	7	11	3	6	9
EG	Expanded Guidance	4	4	8	4	4	8
	Total Number of topics	24	36	60	20	30	50

The inclusion of 50 question items in every paper represents 83% of the syllabus.

40% of the 50 questions are at Learning Level 1, 60% at Learning Level 2.

Profile of Question Styles

Question Style	Number of each style
<i>Standard</i>	26
<i>Negative</i>	5
<i>Select - List</i>	5
<i>Select- Evaluate</i>	5
<i>Missing Word</i>	5
<i>Scenario</i>	4
Total	50

APPENDIX B: THE EXAMINATION BOOKLET

Instructions

- 1. All 50 questions should be attempted.**
- 2. All answers are to be marked on the answer sheet provided.**
- 3. Please use a pencil and NOT ink to mark your answers on the Answer sheet.**
- 4. There is only one correct answer per question.**
- 5. You have 40 minutes for this paper.**
- 6. You must get 37 or more correct answers to pass.**



- Use an HB PENCIL and only mark the paper where directed.
- Select your answers by filling in the appropriate ovals.
- Make sure the ovals are clearly visible as lightly marked ovals may not get detected.



Full Name (CAPITAL LETTERS ONLY)

Seat Number

	+	+	+	+	+	+	+	+	+	+	+
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9	+
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9	+
<input type="checkbox"/>	0	1	2	3	4	5	6	7	8	9	+

Enter your seat number in the 3 boxes provided above. Fill in the associated ovals next to the 3 boxes, e.g. for seat 1, fill ovals 001.

Candidate Signature

	+	+	+	+		+	+	+	+		+	+	+	+	
+	1.	a	b	c	d	21.	a	b	c	d	41.	a	b	c	d
+	2.	a	b	c	d	22.	a	b	c	d	42.	a	b	c	d
+	3.	a	b	c	d	23.	a	b	c	d	43.	a	b	c	d
+	4.	a	b	c	d	24.	a	b	c	d	44.	a	b	c	d
+	5.	a	b	c	d	25.	a	b	c	d	45.	a	b	c	d
+	6.	a	b	c	d	26.	a	b	c	d	46.	a	b	c	d
+	7.	a	b	c	d	27.	a	b	c	d	47.	a	b	c	d
+	8.	a	b	c	d	28.	a	b	c	d	48.	a	b	c	d
+	9.	a	b	c	d	29.	a	b	c	d	49.	a	b	c	d
+	10.	a	b	c	d	30.	a	b	c	d	50.	a	b	c	d
+	11.	a	b	c	d	31.	a	b	c	d					
+	12.	a	b	c	d	32.	a	b	c	d					
+	13.	a	b	c	d	33.	a	b	c	d					
+	14.	a	b	c	d	34.	a	b	c	d					
+	15.	a	b	c	d	35.	a	b	c	d					
+	16.	a	b	c	d	36.	a	b	c	d					
+	17.	a	b	c	d	37.	a	b	c	d					
+	18.	a	b	c	d	38.	a	b	c	d					
+	19.	a	b	c	d	39.	a	b	c	d					
+	20.	a	b	c	d	40.	a	b	c	d					

APPENDIX C: EXAMPLE ABC SM QUESTION STYLES

ID: 0001	Ver By:
Syllabus Area: CO020500 - Concepts	Ver Date: 26/02/2021
Ver No: 0.1	Master Section SG4 Ref:
Status: L	Review Status: L-Live
Style: Standard	
Use: Sample1	
Difficulty: Medium	
Correct Answer: B	
Question	Rationale
Question: If found to be unacceptable during a review, when does the guidance on empirical process control suggest a product should be adjusted?	Test Objective: LL2 – To understand the Three Pillars of empirical process control: Adaptation
Option A: Immediately	Rationale: Incorrect: It will not always be practical to make changes immediately - See Rationale B
Option B: As soon as possible	Rationale: Correct: If any aspects of a process deviate outside acceptable limits or if the resulting product is unacceptable, the process being applied or the materials being produced must be adjusted. The adjustment must be made as soon as possible to minimize further deviation. Ref: Page 4
Option C: Before the end of the current Sprint	Rationale: Incorrect: No specific timeframe for implementing a change is prescribed by Scrum - See Rationale B
Option D: In the subsequent Sprint	Rationale: Incorrect: No specific timeframe for implementing a change is prescribed by Scrum - See Rationale B

ID: 0011	Ver By:	
Syllabus Area: RO010300 - Concepts	Ver Date: 26/02/2021	
Ver No: 0.1	Master Section Page 6 Ref:	
Status: L	Review Status: L-Live	
Style: Negative		
Use: Sample1		
Difficulty: Medium		
Correct Answer: B		
Question		Rationale
Question:	Which is NOT an accountability of the Product Owner role?	Test Objective: LL1 – To recall the purpose and overarching accountability of the Product Owner for maximizing the value of the product resulting from the work of the Scrum Team.
Option A:	Ordering Product Backlog items	Rationale: Incorrect: This is a Product Owner accountability (Ref: Page 6)
Option B:	Helping the Scrum team focus on creating high-value Increments that meet the definition of Done	Rationale: Correct: This is a Scrum Master accountability (Ref: Page 6)
Option C:	Ensuring that the Product Backlog is transparent, visible and understood	Rationale: Incorrect: This is a Product Owner accountability (Ref: Page 6)
Option D:	Developing and explicitly communicating the Product Goal	Rationale: Incorrect: This is a Product Owner accountability (Ref: Page 6)

ID: 0002	Ver By:	
Syllabus Area: CO010100 - Concepts	Ver Date: 26/02/2021	
Ver No: 0.1	Master Section Page 3. Ref:	
Status: L	Review Status: L-Live	
Style: Missing Word(s)		
Use: Sample1		
Difficulty: Medium		
Correct Answer: B		
Question		Rationale
Question:	Identify the missing words in the following definition of Scrum. Scrum is [?] that helps people, teams and organisations generate value through adaptive solutions for complex problems.	Test Objective: LL1 - To recall the high-level definition of Scrum
Option A:	a prescriptive method	Rationale: Incorrect: Scrum is not prescriptive
Option B:	a lightweight framework	Rationale: Correct: This is the definition of Scrum. Ref: Page 3
Option C:	an intuitive process	Rationale: Incorrect: Scrum is not particularly intuitive and it is more than just a process
Option D:	an IT development approach	Rationale: Incorrect: Scrum is not restricted to IT development

ID: 0005	Ver By:
Syllabus Area: CO020800 - Concepts	Ver Date: 11/3/2019
Ver No: 0.1	Master Section Agile Manifesto Ref:
Status: L	Review Status: L-Live
Style: Select (List)	
Use: Sample1	
Difficulty: Medium	
Correct Answer: B	
Question	Rationale
<p>Question: Which of the following statements reflect the comparative value of items in the Agile Manifesto?</p> <ol style="list-style-type: none"> 1. Processes should guide and support rather than dictate what teams do 2. Early development of detailed plans is wasteful and ineffective 3. All work should be recorded and authorized to ensure a clear audit trail and accountability 4. The focus should be on short and medium term goals to better meet business needs 	<p>Test Objective: LL2 – To understand the comparative value of the items in the Agile Manifesto</p>
Option A: 1, 2, 3	<p>Rationale: Incorrect: [4] In our fast-moving business world, the high level 'light touch' and 'guiding' plans, focused on short to medium term goals better meet the project and, ultimately, the business need. Ref. Agile Manifesto</p>
Option B: 1, 2, 4	<p>Rationale: Correct: [3] In an Agile world, it is very important to ensure that all parties follow the principle of documents being created only where they add value and to be 'light touch' and 'guiding' wherever possible. Locking down detail too early has been shown to be counterproductive and inefficient as every change to the detail should really be agreed and signed off by all those who signed the original document. Ref. Agile Manifesto</p>
Option C: 1, 3, 4	<p>Rationale: Incorrect: [2] Working Solutions over Comprehensive Documentation. Scrum employs collaborative techniques with active business engagement to explore detail at the right time and ensure that the right solution is delivered. Ref. Agile Manifesto</p>
Option D: 2, 3, 4	<p>Rationale: Incorrect: [1] Individuals and Interactions</p>

		over Processes and Tools. Agile processes need to be light touch and serve to guide and support rather than dictate what individuals and teams should do and how they should do it. Ref: Agile Manifesto

ID:	012	Ver By:	
Syllabus Area:	CO01 - Concepts	Ver Date:	26/02/2021
Ver No:	0.1	Master Section Ref:	SG3
Status:	L	Learning Level:	1
Style:	Select (Evaluate)	Review Status:	L-Live
Use:	Sample1		
Difficulty:	Medium		
Correct Answer:	A		
Question		Rationale	
Question:	Which of the following statements about the use of Scrum are true? 1. It can wrap around existing practices or render them unnecessary 2. Scrum provides detailed instructions on how to build a valuable product	Test Objective:	LL2 - To recall the definition of Scrum, its purpose and composition
Option A:	Only 1 is true	Rationale:	Correct: (2) is false. The Scrum framework is purposefully incomplete, only defining the parts required to implement Scrum theory. Scrum is built upon by the collective intelligence of the people using it. Rather than provide people with detailed instructions, the rules of Scrum guide their relationships and interactions. Ref: Page 3
Option B:	Only 2 is true	Rationale:	Incorrect: (1) is true. Various processes, techniques and methods can be employed within the framework. Scrum wraps around existing practices or renders them unnecessary. Ref: Page 3
Option C:	Both 1 and 2 are true	Rationale:	Incorrect. See Rationales A and B.
Option D:	Neither 1 or 2 is true	Rationale:	Incorrect. See Rationales A and B.