

Mock Exam Questions UXQCC Foundation Level

CPUE – Certified Professional for User Experience

Practice Exam with Answers and Explanations – 40 Questions

Exam Information

Number of questions: 40 | Duration: 60 minutes (+ 15 minutes for non-native speakers)

Scoring: 1 point per question | Pass mark: 60% (= minimum 24 points)

✓ Highlighted in green = correct answer

i Blue background = commentary on all answer options

Chapter 1 – Fundamentals of User Experience and Usability

Question 1

Learning Objective (LO): LO 1.1.1 – Classify and define User Experience (K1)

Which of the following statements best describes the concept of 'User Experience'?

X [A] User Experience refers exclusively to the technical performance of a product.

✓ [B] User Experience encompasses all perceptions, reactions, and experiences of a person before, during, and after using a product.

X [C] User Experience is synonymous with the visual design of a user interface.

X [D] User Experience describes only the degree of satisfaction felt after using a product.

Commentary on answer options:

[A] Incorrect – Technical performance is only one aspect; UX encompasses much more.

[B] Correct – This definition aligns with the established understanding (e.g. ISO 9241-210): UX includes all experiences before, during, and after product use.

[C] Incorrect – Visual design is part of UI design, not the overall UX concept.

[D] Incorrect – UX begins before and during use, not only after.

Question 2

Learning Objective (LO): LO 1.1.2 – Classify and define UX Design and graphic design (K1)

Which statement correctly describes the difference between UX Design and graphic design?

X [A] Graphic design and UX Design are completely identical disciplines.

X [B] UX Design is primarily concerned with the aesthetic design of colours and shapes.

✓ [C] UX Design considers not only visual design but also user behaviour, interaction, and the overall usage context.

X [D] Graphic design always includes interaction aspects, while UX Design is purely visual.

Commentary on answer options:

- [A] Incorrect – Both disciplines overlap but are not identical.
[B] Incorrect – Aesthetics and colour design are core topics of graphic design.
[C] Correct – UX Design integrates cognitive, emotional, and interactive aspects and thus goes beyond pure graphics.
[D] Incorrect – This reverses the characteristics; interaction design is typical of UX Design.
-

Question 3

Learning Objective (LO): LO 1.1.3 – Explain interdisciplinarity in UX Design (K1)

Which statement about interdisciplinarity in UX Design is false?

- X [A] UX Design integrates knowledge from psychology, computer science, design, and other fields.
X [B] Missing competencies in a relevant discipline can impair the quality of UX outcomes.
✓ [C] UX designers do not need any basic understanding of technical implementation.
X [D] Good UX Design requires collaboration among people with different areas of expertise.

Commentary on answer options:

- [A] Correct (not the false answer sought) – UX Design is explicitly interdisciplinary.
[B] Correct (not the false answer sought) – Competency gaps directly affect outcome quality.
[C] Incorrect – This is the false statement being sought. UX designers need a basic technical understanding to collaborate effectively with development teams.
[D] Correct (not the false answer sought) – Cross-disciplinary teamwork is a fundamental principle of UX.
-

Question 4

Learning Objective (LO): LO 1.2.1 – Explain the benefits of usability for users and providers (K2)

What economic advantage does good usability offer providers of software products?

- X [A] Good usability increases training costs, as users want to learn more features.
X [B] Good usability is economically relevant only for safety-critical systems.
✓ [C] Good usability reduces support costs and increases user satisfaction and retention.
X [D] Good usability has no measurable impact on the commercial success of a product.

Commentary on answer options:

- [A] Incorrect – Good usability typically reduces training and support costs.
[B] Incorrect – Usability benefits apply to all types of systems, not only safety-critical ones.
[C] Correct – Lower error rates, fewer support requests, and higher user retention directly improve commercial success.
[D] Incorrect – Numerous studies demonstrate the measurable ROI of usability investment.
-

Question 5

Learning Objective (LO): LO 1.3.1 – Explain problems caused by insufficient usability (K2)

In which area can poor usability have particularly severe consequences?

- X [A] Exclusively in consumer electronics.

X [B] Only in products targeting elderly user groups.

✓ [C] In safety-critical systems such as medical devices or industrial control systems.

X [D] Only in software systems with more than 100,000 users.

Commentary on answer options:

[A] Incorrect – Consumer electronics is not the domain with the most serious consequences.

[B] Incorrect – Poor usability affects all user groups.

[C] Correct – In safety-critical areas (e.g. medical technology, aviation, industrial control) poor usability can endanger lives.

[D] Incorrect – The severity of consequences depends on the application domain, not the number of users.

Question 6

Learning Objective (LO): LO 1.4.1 – Define usability, UX, and CX (K1)

Which statement correctly describes the relationship between User Experience (UX) and Customer Experience (CX)?

X [A] CX and UX are synonymous terms and can be used interchangeably.

X [B] UX is broader than CX and encompasses all customer interactions.

✓ [C] CX covers all touchpoints a customer has with a company, while UX primarily relates to product usage.

X [D] CX is limited exclusively to digital channels.

Commentary on answer options:

[A] Incorrect – Both terms have different scopes and are not synonymous.

[B] Incorrect – The reverse is true: CX is broader than UX.

[C] Correct – CX includes all interactions along the customer journey (including analogue contacts), UX focuses on product use.

[D] Incorrect – CX encompasses both analogue and digital touchpoints.

Question 7

Learning Objective (LO): LO 1.4.2 – Define User Interface Design and Interaction Design (K1)

What does Interaction Design primarily describe?

X [A] The visual design of icons and colour palettes.

X [B] The specification of typefaces and layout grids.

✓ [C] The design of interaction flows between user and system, including feedback mechanisms and interaction patterns.

X [D] The technical implementation of user interfaces.

Commentary on answer options:

[A] Incorrect – Icons and colour palettes are topics of visual / UI design.

[B] Incorrect – Typography and layout grids belong to graphic design.

[C] Correct – Interaction Design describes how users interact with a system: flows, feedback mechanisms, and interaction logic.

[D] Incorrect – Technical implementation is the task of software engineering.

Question 8

Learning Objective (LO): LO 1.4.3 – Describe the User-Centered Design process (K1)

Which characteristic defines the User-Centered Design (UCD) process?

X [A] UCD is conducted once at the beginning of a project.

X [B] UCD primarily focuses on the technical optimisation of software components.

✓ [C] UCD is an iterative process in which users are continuously involved in analysis, design, and evaluation.

X [D] UCD is a linear process model without feedback loops.

Commentary on answer options:

[A] Incorrect – UCD accompanies the entire development process, not only the beginning.

[B] Incorrect – The focus is on users and their needs, not on technology.

[C] Correct – Iterativity and continuous user involvement are core characteristics per ISO 9241-210.

[D] Incorrect – UCD is explicitly iterative and non-linear.

Question 9

Learning Objective (LO): LO 1.4.4 – Describe human-machine interaction (K1)

What is the correct term for the scientific discipline concerned with interaction between humans and computers?

X [A] Human-Software Interaction (HSI)

✓ [B] Human-Computer Interaction (HCI)

X [C] Human-Technology Communication (HTC)

X [D] Human-Interface Dialogue (HID)

Commentary on answer options:

[A] Incorrect – This is not an established technical term.

[B] Correct – Human-Computer Interaction (HCI) is the recognised term for this discipline.

[C] Incorrect – Not standardised for this field.

[D] Incorrect – Not a common technical term.

Question 10

Learning Objective (LO): LO 1.4.5 – Explain Universal Design (K1)

What is the primary goal of Universal Design?

X [A] To develop products specifically for people with disabilities.

X [B] To create uniform visual standards for global markets.

✓ [C] To design products and environments usable by as many people as possible without special adaptations.

X [D] To accelerate the development process through standardised components.

Commentary on answer options:

- [A] Incorrect – Universal Design aims at inclusion for all, not special solutions for specific groups.
 - [B] Incorrect – Visual standardisation is not the goal.
 - [C] Correct – Universal Design strives for maximum usability for all people, regardless of abilities or age.
 - [D] Incorrect – Process efficiency is not a core goal of Universal Design.
-

Question 11

Learning Objective (LO): LO 1.4.6 – Explain human-machine communication (K2)

Which statement about human-machine communication is correct?

- X [A] Emotions have no influence whatsoever on user behaviour when using technical systems.
- X [B] Users typically read manuals in full before using a new system.
- ✓ [C] People tend to transfer social expectations to technical systems.
- X [D] Technical systems should deliberately avoid any human-like behaviour.

Commentary on answer options:

- [A] Incorrect – Emotions significantly influence perception, motivation, and usage.
 - [B] Incorrect – Users rarely read manuals completely; they prefer exploratory behaviour.
 - [C] Correct – People transfer social patterns to machines (Social Response Theory); this knowledge is deliberately applied in design.
 - [D] Incorrect – Many successful systems deliberately use social metaphors.
-

Chapter 2 – Perception, Cognition, and Mental Models

Question 12

Learning Objective (LO): LO 2.1.1 – Explain the perception of goal-directed information search (K2)

How does a specific search goal influence a user's perception on a website?

- X [A] Users perceive all content areas of a website equally, regardless of their goal.
- X [B] The search goal has no demonstrable effect on selective perception.
- ✓ [C] Users preferentially perceive goal-relevant information while other content tends to be filtered out.
- X [D] Only animated content is always perceived regardless of the search goal.

Commentary on answer options:

- [A] Incorrect – Perception is selective and strongly goal-dependent.
 - [B] Incorrect – Numerous eye-tracking studies demonstrate the influence of search goals.
 - [C] Correct – Goal-directed attention explains why users often overlook task-irrelevant content.
 - [D] Incorrect – Animated content can distract but is not always consciously perceived.
-

Question 13

Learning Objective (LO): LO 2.1.2 – Explain the basics of visual perception (K1)

Which statement about colour perception in the human eye is correct?

X [A] Rods enable colour perception in daylight.

X [B] The human eye has five different types of cones for colour perception.

✓ [C] Cones are responsible for colour vision; there are three types sensitive to different wavelengths.

X [D] Colour is perceived exclusively through rods.

Commentary on answer options:

[A] Incorrect – Rods are light-sensitive but not colour-sensitive; they enable twilight vision.

[B] Incorrect – There are three cone types (S, M, L), not five.

[C] Correct – Trichromatic colour perception is based on three cone types sensitive to short, medium, and long wavelengths.

[D] Incorrect – Rods do not perceive colour.

Question 14

Learning Objective (LO): LO 2.1.3 – Explain visual perception during reading (K2)

How does eye movement typically proceed during reading?

X [A] The eye moves smoothly and continuously across the text.

X [B] Information is mainly absorbed during the rapid saccades between fixations.

✓ [C] The eye makes brief fixations separated by rapid jumps (saccades); information is absorbed during fixations.

X [D] Each letter is individually fixated and fully processed.

Commentary on answer options:

[A] Incorrect – Eye movements during reading are not continuous but occur in jumps.

[B] Incorrect – No information is absorbed during saccades.

[C] Correct – This fixation-saccade pattern is well documented empirically and is relevant for interface design.

[D] Incorrect – The eye skips many letters and uses contextual knowledge.

Question 15

Learning Objective (LO): LO 2.1.4 – Assess the readability of texts and representations (K2)

Which measure most improves the readability of text in digital interfaces?

X [A] Using exclusively decorative typefaces.

X [B] Minimising line spacing to save space.

✓ [C] Sufficient contrast between text colour and background.

X [D] Reducing font size for all user groups.

Commentary on answer options:

[A] Incorrect – Decorative typefaces impair readability, especially in longer texts.

[B] Incorrect – Insufficient line spacing reduces reading comfort and speed.

[C] Correct – Sufficient contrast is one of the most important readability and accessibility factors (cf. WCAG contrast requirements).

[D] Incorrect – Fonts that are too small impair readability, particularly for visually impaired users.

Question 16

Learning Objective (LO): LO 2.1.5 – Explain characteristics of the human visual field (K2)

Which statement correctly describes the peripheral visual field of humans?

X [A] The peripheral visual field provides the highest visual acuity and colour perception.

X [B] Motion is barely perceived in the peripheral visual field.

✓ [C] **The peripheral visual field is particularly sensitive to motion, but has lower visual acuity and colour perception than the central field.**

X [D] Objects in the peripheral visual field are perceived sharply and with accurate colour.

Commentary on answer options:

[A] Incorrect – The highest visual acuity and colour perception are located in the central visual field (fovea centralis).

[B] Incorrect – The peripheral visual field is precisely where motion sensitivity is greatest.

[C] Correct – The periphery primarily serves motion perception and general spatial orientation.

[D] Incorrect – Peripheral visual acuity and colour perception are significantly reduced.

Question 17

Learning Objective (LO): LO 2.1.6 – Explain the effect of colours on perception and emotion (K2)

Which statement about the effect of colours is correct?

X [A] Colour associations are uniform worldwide and culturally independent.

X [B] Colours have exclusively decorative functions with no emotional effect.

✓ [C] **Colours can influence emotions, attention, and interpretation of meaning; their effects are partly culture-dependent.**

X [D] Colours influence only aesthetic perception and not user behaviour.

Commentary on answer options:

[A] Incorrect – Colour associations vary considerably across cultures (e.g. white as a mourning colour in some Asian cultures).

[B] Incorrect – Colours demonstrably produce emotional and psychological effects.

[C] Correct – Colours influence attention, mood, and interpretation and must be used carefully in cross-cultural contexts.

[D] Incorrect – Colour effects extend beyond aesthetics and also influence decisions and behaviour.

Question 18

Learning Objective (LO): LO 2.2.1 – Explain designing for users with colour vision deficiencies (K2)

Which measure is appropriate when designing for users with red-green colour vision deficiency?

X [A] Using exclusively highly saturated colours.

X [B] Communicating important information through colour alone.

✓ [C] Using additional visual cues such as icons, patterns, or text labels alongside colour.

X [D] Ignoring colour vision deficiencies in design, as users will adapt.

Commentary on answer options:

[A] Incorrect – Saturation alone does not solve the problem; distinguishability of hues is what matters.

[B] Incorrect – Encoding information through colour alone disadvantages users with colour vision deficiencies.

[C] Correct – Redundant encoding (colour + symbol + text) increases accessibility for all users.

[D] Incorrect – Accessible design is a fundamental requirement, not an optional add-on.

Question 19

Learning Objective (LO): LO 2.3.1 – Explain the influence of environmental factors on the use of user interfaces (K2)

Which statement about physical environmental influences on interface use is correct?

X [A] Physical environmental factors affect only the use of mobile devices.

X [B] Noise and poor lighting have no effect on cognitive performance during interface use.

✓ [C] Physical conditions such as cold, noise, or vibration can significantly impair interface use.

X [D] Environmental factors are relevant only for outdoor deployments.

Commentary on answer options:

[A] Incorrect – Stationary systems are also affected by environmental factors.

[B] Incorrect – Noise and lighting demonstrably affect concentration and performance.

[C] Correct – Physical influences such as cold (motor impairment), noise (cognitive overload), or vibration directly impair interface use.

[D] Incorrect – Environmental factors are relevant in almost all deployment scenarios.

Question 20

Learning Objective (LO): LO 2.4.1 – Explain the fundamentals of Gestalt psychology (K2)

What is the central principle of Gestalt psychology in the context of user interface design?

X [A] People always perceive visual elements as isolated individual parts.

✓ [B] People tend to group visual elements into wholes and perceive coherent patterns.

X [C] Gestalt psychology describes how colours trigger emotional reactions.

X [D] Gestalt laws apply exclusively to printed media.

Commentary on answer options:

[A] Incorrect – The opposite is true: people group elements into wholes.

[B] Correct – The core principle is: 'The whole is more than the sum of its parts.' Gestalt laws (proximity, similarity, closure etc.) are deliberately applied in interface design.

[C] Incorrect – Colour psychology is a separate field; Gestalt psychology deals with perceptual organisation.

[D] Incorrect – Gestalt laws apply to all visual media, including digital.

Question 21

Learning Objective (LO): LO 2.5.1 – Explain and illustrate mental models with examples (K2)

What are mental models in the context of user interfaces?

X [A] Formal technical specifications that serve developers as templates.

✓ [B] Internal representations and expectations that users hold about how a system functions.

X [C] Graphic wireframes that support the design process.

X [D] Mathematical models for calculating user behaviour.

Commentary on answer options:

[A] Incorrect – Technical specifications are documents, not mental models.

[B] Correct – Mental models are users' internal representations of how systems behave; they govern expectations and actions.

[C] Incorrect – Wireframes are design tools, not cognitive models.

[D] Incorrect – Mental models are not mathematical constructs.

Question 22

Learning Objective (LO): LO 2.5.2 – Explain the ambiguity of terms and their influence on mental models (K2)

Why can ambiguous menu labels in interfaces be problematic?

X [A] They increase the visual attractiveness of the user interface.

X [B] They lead to uniform interpretations among all users.

✓ [C] They can activate different mental models in different users, leading to errors.

X [D] They affect only inexperienced users.

Commentary on answer options:

[A] Incorrect – Ambiguity relates to semantic clarity, not aesthetics.

[B] Incorrect – Ambiguity leads precisely to different interpretations.

[C] Correct – Different mental models triggered by the same label increase the risk of user errors.

[D] Incorrect – Experienced users are also affected by ambiguity.

Question 23

Learning Objective (LO): LO 2.5.3 – Explain the importance of existing mental models in interface design (K2)

Why should design solutions take account of users' existing mental models?

X [A] Because users are unable to learn new concepts.

X [B] Because doing so makes usability tests unnecessary.

✓ [C] Because using familiar concepts reduces learning effort and increases efficiency.

X [D] Because it is legally required.

Commentary on answer options:

- [A] Incorrect – Users can learn new things, but familiar patterns significantly reduce effort.
[B] Incorrect – Testing remains necessary even when mental models are considered.
[C] Correct – Familiar interaction patterns reduce cognitive load and facilitate efficient use.
[D] Incorrect – There is no general legal requirement to do so.
-

Chapter 3 – Norms and Standards

Question 24

Learning Objective (LO): LO 3.1.1 – Explain the role and objectives of norms (K2)

What is the primary purpose of international standards in the field of interactive systems?

- X [A] To prevent technological progress and restrict innovation.
X [B] To prescribe specific design solutions in a binding manner.
✓ [C] To establish uniform quality requirements and promote the comparability of products.
X [D] To protect national markets from international competition.

Commentary on answer options:

- [A] Incorrect – Standards provide orientation and should not prevent innovation.
[B] Incorrect – Standards define principles and requirements, not specific design solutions.
[C] Correct – Harmonisation, quality assurance, and comparability are core objectives of international standards.
[D] Incorrect – International standards promote open markets, not national protectionism.
-

Question 25

Learning Objective (LO): LO 3.2.1 – Explain the normative framework for human-system interaction (K2)

Which standards series is the central reference framework for the ergonomics of interactive systems?

- X [A] ISO 9001
X [B] ISO 14001
✓ [C] ISO 9241
X [D] ISO 27001

Commentary on answer options:

- [A] Incorrect – ISO 9001 addresses quality management systems.
[B] Incorrect – ISO 14001 addresses environmental management systems.
[C] Correct – ISO 9241 is the central standards series for the ergonomics of human-system interaction.
[D] Incorrect – ISO 27001 addresses information security management.
-

Question 26

Learning Objective (LO): LO 3.2.2 – Explain user-centred design activities in the product lifecycle (K2)

Which standard describes user-centred design activities across the entire lifecycle of interactive systems?

X [A] ISO 27001

X [B] ISO 9001

✓ [C] ISO 9241-210

X [D] ISO 17024

Commentary on answer options:

[A] Incorrect – ISO 27001 addresses information security.

[B] Incorrect – ISO 9001 addresses quality management.

[C] Correct – ISO 9241-210 explicitly defines the User-Centered Design process and user-centred activities across the entire product lifecycle.

[D] Incorrect – ISO 17024 addresses the certification of persons.

Question 27

Learning Objective (LO): LO 3.2.3 – Name and explain interaction principles according to ISO 9241 (K2)

Which of the following is a valid interaction principle according to ISO 9241-110?

X [A] Visual consistency

✓ [B] Learnability

X [C] Technical reliability

X [D] System speed

Commentary on answer options:

[A] Incorrect – 'Visual consistency' is not a normative ISO 9241-110 principle.

[B] Correct – Learnability is one of the seven interaction principles of ISO 9241-110 (alongside suitability for the task, self-descriptiveness, conformity with user expectations, controllability, error tolerance, and user engagement).

[C] Incorrect – Technical reliability is not an ISO 9241-110 interaction principle.

[D] Incorrect – System speed is not a defined interaction principle of this standard.

Question 28

Learning Objective (LO): LO 3.2.4 – Explain the specifics of usability and UX for medical devices (K2)

Which statement about usability requirements for medical devices is correct?

X [A] Medical devices can be treated like standard consumer products during development.

X [B] UX methods may not be applied to medical devices for regulatory reasons.

✓ [C] Medical devices are subject to specific normative and safety-related requirements regarding usability.

X [D] Usability plays only a minor role for medical devices.

Commentary on answer options:

[A] Incorrect – Medical devices are subject to stricter regulatory requirements.

[B] Incorrect – UX methods are permitted and in many cases required by standards such as IEC 62366.
[C] Correct – Standards such as IEC 62366-1 define specific usability engineering processes for medical devices.
[D] Incorrect – Usability is particularly safety-critical for medical devices.

Question 29

Learning Objective (LO): LO 3.3.1 – Name relevant standards for accessibility of web-based systems (K2)

Which standard is used internationally to address the accessibility of web-based systems?

X [A] ISO 9241-110

X [B] BITV

✓ [C] WCAG (Web Content Accessibility Guidelines)

X [D] EN 301 549

Commentary on answer options:

[A] Incorrect – ISO 9241-110 describes interaction principles, not web accessibility.
[B] Incorrect – BITV is a German national implementation, not an international standard.
[C] Correct – The WCAG (Web Content Accessibility Guidelines) by the W3C is the internationally recognised standard for web accessibility.
[D] Incorrect – EN 301 549 is a European standard that references the WCAG but is not itself a primary guidelines catalogue.

Chapter 4 – User-Centered Design, Quality, and Evaluation

Question 30

Learning Objective (LO): LO 4.1.1 – Define User-Centered Design (K2)

What primarily characterises the User-Centered Design (UCD) approach?

X [A] A linear process focused on technical implementation.

X [B] An approach aimed exclusively at optimising graphic design.

✓ [C] An iterative approach in which users with their requirements, abilities, and needs are systematically integrated throughout the development process.

X [D] A one-time user testing procedure at the end of development.

Commentary on answer options:

[A] Incorrect – UCD is explicitly iterative and non-linear.
[B] Incorrect – UCD goes far beyond graphic design.
[C] Correct – This corresponds to the definition in ISO 9241-210: systematic user involvement throughout the entire development process.
[D] Incorrect – UCD accompanies the entire process, not only the end.

Question 31

Learning Objective (LO): LO 4.2.1 – Integrate UCD aspects into development planning (K2)

Which of the following activities belongs to planning from a User-Centered Design perspective?

X [A] Defining the database architecture

✓ [B] Planning UX activities, methods, and their timing within the project

X [C] Defining coding standards and versioning guidelines

X [D] Optimising runtime performance

Commentary on answer options:

[A] Incorrect – Database architecture is a technical planning task.

[B] Correct – Early planning of UX methods, resources, and timing is a central component of UCD planning.

[C] Incorrect – Coding standards belong to technical development planning.

[D] Incorrect – Performance optimisation is a technical task.

Question 32

Learning Objective (LO): LO 4.3.1 – Explain quality criteria for empirically collected data (K2)

Which of the following properties is not a classic quality criterion for empirical data?

X [A] Reliability

X [B] Validity

X [C] Objectivity

✓ [D] Completeness

Commentary on answer options:

[A] Incorrect (is a quality criterion) – Reliability describes consistency and repeatability.

[B] Incorrect (is a quality criterion) – Validity describes content validity.

[C] Incorrect (is a quality criterion) – Objectivity describes independence from the investigator.

[D] Correct – Completeness is not a classic empirical quality criterion; the three main criteria are objectivity, reliability, and validity.

Question 33

Learning Objective (LO): LO 4.3.2 – Explain objectivity as a quality criterion (K2)

What does objectivity mean as a quality criterion for empirically collected data?

X [A] The measurement results are comprehensible to all test participants.

X [B] The measurement results are statistically significant.

✓ [C] The results are independent of the person conducting, evaluating, or interpreting the study.

X [D] The measurement is based on a sufficiently large sample.

Commentary on answer options:

[A] Incorrect – Comprehensibility is not an objectivity criterion.

[B] Incorrect – Significance is a statistical measure, not an objectivity statement.

[C] Correct – Objectivity means: the result does not depend on the person conducting it.

[D] Incorrect – Sample size influences representativeness, not objectivity.

Question 34

Learning Objective (LO): LO 4.3.3 – Explain reliability as a quality criterion (K2)

What does reliability describe in the context of empirical studies?

X [A] The content validity of the measurement.

X [B] The independence of results from the investigator.

✓ [C] The consistency and repeatability of measurement results.

X [D] The comprehensibility of questions for participants.

Commentary on answer options:

[A] Incorrect – Content validity describes validity.

[B] Incorrect – Independence from the investigator describes objectivity.

[C] Correct – Reliability = measurement precision: repeated measurement under identical conditions yields the same results.

[D] Incorrect – Comprehensibility is not a formal quality criterion.

Question 35

Learning Objective (LO): LO 4.3.4 – Explain validity as a quality criterion (K2)

When is a measurement considered valid?

X [A] When it produces identical results upon repetition.

X [B] When it is independent of the person conducting it.

✓ [C] When it actually measures what it is intended to measure.

X [D] When it is based on a representative sample.

Commentary on answer options:

[A] Incorrect – That describes reliability.

[B] Incorrect – That describes objectivity.

[C] Correct – Validity asks: are we measuring the right thing? A valid instrument precisely captures the intended construct.

[D] Incorrect – Sample size is not a validity criterion.

Question 36

Learning Objective (LO): LO 4.4.1 – Explain verification as an activity in the development process (K2)

What is the aim of verification in the development process?

X [A] Checking whether the product meets users' needs.

X [B] Assessing the user experience in real-world use.

✓ [C] Checking whether specified requirements have been correctly implemented in the system.

X [D] Determining whether regulatory requirements are met.

Commentary on answer options:

[A] Incorrect – That is the subject of validation.

[B] Incorrect – Field assessment belongs to evaluation/validation.

[C] Correct – Verification answers the question: 'Have we built the product right?' (actual vs. specified).

[D] Incorrect – Regulatory checking is not a core aspect of verification.

Question 37

Learning Objective (LO): LO 4.4.2 – Explain validation as an activity in the development process (K2)

What is examined during validation?

X [A] Whether a product was developed in accordance with the technical specification.

X [B] Whether all normative requirements have been correctly implemented.

X [C] Whether the technical documentation is complete.

✓ [D] Whether the product meets the actual needs and requirements of users.

Commentary on answer options:

[A] Incorrect – That is the task of verification.

[B] Incorrect – Normative compliance is not a primary validation objective.

[C] Incorrect – Documentation review is not part of validation.

[D] Correct – Validation answers: 'Have we built the right product?' (user needs met?).

Chapter 5 – Requirements Analysis and Usage Objectives

Question 38

Learning Objective (LO): LO 5.1.1 – Explain the components of user-oriented requirements analysis (K2)

What is a typical component of a user-oriented requirements analysis?

X [A] Defining the programming language and system architecture.

✓ [B] Analysing user goals, tasks, and the usage context.

X [C] Defining test automation strategies.

X [D] Optimising database queries.

Commentary on answer options:

[A] Incorrect – Technology decisions come after the requirements analysis.

[B] Correct – Analysing usage goals, tasks, and context is at the centre of user-oriented requirements gathering.

[C] Incorrect – Test automation is a technical measure of later phases.

[D] Incorrect – Database optimisation is part of implementation.

Question 39

Learning Objective (LO): LO 5.1.2 – Distinguish and prioritise user groups (K2)

What characterises a primary user group?

X [A] Users who test the system before the official release.

X [B] Users who are the first to use the system after release.

✓ [C] Users who primarily use the system and whose requirements are therefore given highest priority.

X [D] Users who use the system only rarely.

Commentary on answer options:

[A] Incorrect – That describes test users or beta testers.

[B] Incorrect – The timing of first use is not a defining characteristic.

[C] Correct – Primary user groups are the main users; their requirements shape the core functions of the system.

[D] Incorrect – Infrequent users typically belong to secondary groups.

Question 40

Learning Objective (LO): LO 5.1.3 – Distinguish task types (K2)

Which task types are fundamentally distinguished in the UX context?

X [A] Simple versus complex tasks

X [B] Technical versus organisational tasks

✓ [C] Action-driven versus cognition-driven tasks

X [D] Digital versus analogue tasks

Commentary on answer options:

[A] Incorrect – Complexity is not a fundamental task type in UX task analysis.

[B] Incorrect – This is not a typical UX classification.

[C] Correct – This distinction is fundamental for interaction design: action-driven tasks primarily require motor actions, cognition-driven tasks primarily require thinking and decision-making.

[D] Incorrect – The medium channel is not a defining task type.

Question 41

Learning Objective (LO): LO 5.1.4 – Explain the importance of usage context for usability (K2)

Which statement about the importance of usage context for usability is correct?

X [A] Usability is a context-independent property of a system.

X [B] Usage context is relevant only for mobile applications.

✓ [C] The usability of a system depends significantly on the context in which it is used.

X [D] Usage context is considered only after development is complete.

Commentary on answer options:

[A] Incorrect – Usability is explicitly context-dependent per ISO 9241.

[B] Incorrect – Usage context is relevant for all system types.

[C] Correct – Environment, tasks, and user characteristics determine whether a system is considered usable.

[D] Incorrect – Context must be analysed early in the requirements phase.

Question 42

Learning Objective (LO): LO 5.1.5 – Analyse comparative systems to derive user expectations (K2)

What benefit does analysing comparative systems offer during requirements gathering?

- X [A] It completely replaces interviewing real users.
- X [B] It provides technical implementation details for the new system.
- ✓ [C] It helps identify existing user expectations and conventions.
- X [D] It serves exclusively as visual inspiration for the design team.

Commentary on answer options:

- [A] Incorrect – Competitive analyses complement but do not replace user research.
 - [B] Incorrect – Technical implementation details are not the focus.
 - [C] Correct – Comparative systems shape users' mental models; their analysis reveals expectations and conventions.
 - [D] Incorrect – Competitive analyses yield substantive, not merely aesthetic, insights.
-

Question 43

Learning Objective (LO): LO 5.2.1 – Explain the importance and application of specifying user requirements (K2)

Which property is essential for well-specified user requirements?

- X [A] They are formulated as abstractly and openly as possible.
- X [B] They do not allow any further adjustments after release.
- X [C] They describe specific technical implementation details.
- ✓ [D] They are verifiable, traceable, and internally consistent.

Commentary on answer options:

- [A] Incorrect – Requirements must be sufficiently concrete to be testable.
 - [B] Incorrect – Requirements can and should be adapted iteratively.
 - [C] Incorrect – User requirements describe what, not how.
 - [D] Correct – Verifiability, traceability, and internal consistency are central quality characteristics of good user requirements.
-

Question 44

Learning Objective (LO): LO 5.3.1 – Explain the importance of usability and UX goals (K2)

What purpose do qualitative usability goals serve in the design process?

- X [A] They provide exact, quantifiable measurements for later testing.
- X [B] They completely replace quantitative goals.
- ✓ [C] They provide content orientation and direction for design, especially in early development phases.

X [D] They are defined exclusively after development is complete.

Commentary on answer options:

[A] Incorrect – Qualitative goals are not precisely measurable; that is the task of quantitative goals.

[B] Incorrect – Qualitative and quantitative goals complement each other.

[C] Correct – Qualitative goals provide a guiding vision for design decisions early in the process.

[D] Incorrect – Goals should be defined as early as possible.

Question 45

Learning Objective (LO): LO 5.3.2 – Explain the difference between absolute and relative usability goals (K2)

Which statement about absolute and relative usability goals is correct?

X [A] Absolute and relative goals must always be defined together.

X [B] Relative goals use fixed time or error values as metrics.

✓ [C] Relative goals refer to comparing user experience between different solutions.

X [D] Absolute and relative goals are mutually exclusive.

Commentary on answer options:

[A] Incorrect – Both goal types can be defined independently.

[B] Incorrect – Fixed quantitative values are typical of absolute goals.

[C] Correct – Relative goals assess usability comparatively (e.g. new vs. old system).

[D] Incorrect – Both types can be combined.

Question 46

Learning Objective (LO): LO 5.4.1 – Explain the importance and application of scenarios (K2)

What are usage scenarios used for in the UX process?

X [A] For the technical specification of system functions.

✓ [B] For describing realistic usage situations from the users' perspective.

X [C] For assessing code quality.

X [D] For creating formal test reports.

Commentary on answer options:

[A] Incorrect – Scenarios are user-centred, not technology-centred.

[B] Correct – Scenarios describe context-rich usage situations and make users' goals, motivations, and environments tangible.

[C] Incorrect – Code quality is not a goal of scenarios.

[D] Incorrect – Scenarios serve early analysis and design, not formal test reporting.

Question 47

Learning Objective (LO): LO 5.4.2 – Explain the importance and application of user stories (K2)

Which elements are typically part of a user story?

X [A] Detailed technical implementation specifications.

✓ [B] A role, a desired function, and a benefit.

X [C] A complete description of all interaction steps.

X [D] The visual layout of the user interface.

Commentary on answer options:

[A] Incorrect – User stories deliberately omit technical details.

[B] Correct – The standard format is: 'As a <role>, I want to <function>, so that I can <benefit>.'

[C] Incorrect – Complete interaction descriptions belong to use cases, not user stories.

[D] Incorrect – Visual layout is not part of a user story.

Question 48

Learning Objective (LO): LO 5.4.3 – Explain the importance and application of use cases (K2)

What does a use case primarily describe?

X [A] The internal system architecture and database structure.

X [B] The motivation and personal goals of the development team.

✓ [C] The interaction between a user and the system to achieve a specific goal.

X [D] The visual design of individual screens.

Commentary on answer options:

[A] Incorrect – System architecture is not a use case content.

[B] Incorrect – Use cases focus on users, not on the development team.

[C] Correct – Use cases describe the step-by-step interaction between an actor and the system to achieve a defined goal.

[D] Incorrect – Visual design is not part of use cases.

Chapter 6 – Design Solutions and Prototyping

Question 49

Learning Objective (LO): LO 6.1.1 – Explain fundamental requirements for design solutions (K2)

Which requirement for design solutions is fundamental?

X [A] Design solutions should be frozen as early as possible to avoid planning changes.

X [B] Design solutions are developed independently of requirements analyses.

✓ [C] Design solutions are developed based on requirements analysis, clearly documented, and communicated to implementation teams in a timely manner.

X [D] Design solutions serve exclusively to define the visual appearance of the interface.

Commentary on answer options:

[A] Incorrect – Freezing designs early contradicts the iterative UX approach.

[B] Incorrect – Design solutions build on requirements analyses.

[C] Correct – A solid basis, clear documentation, and timely communication are prerequisites for correct implementation.

[D] Incorrect – Design solutions encompass structure, interaction, and behaviour, not only visual appearance.

Question 50

Learning Objective (LO): LO 6.2.1 – Explain different types of prototypes (K2)

Which statement about the purpose of UI prototypes is correct?

X [A] Prototypes serve as the final implementation of all system functions.

X [B] Prototypes replace usability tests with users.

✓ [C] Prototypes are used for evaluation, communication, and validation of design decisions.

X [D] Prototypes serve exclusively to verify technical feasibility.

Commentary on answer options:

[A] Incorrect – Prototypes are not final products.

[B] Incorrect – Prototypes enable tests but do not replace them.

[C] Correct – Prototypes serve learning, testing, communicating, and aligning during the design process.

[D] Incorrect – UI prototypes primarily target design evaluation, not technical feasibility.

Question 51

Learning Objective (LO): LO 6.2.2 – Explain properties and use cases of high-fidelity prototypes (K2)

When are high-fidelity prototypes preferably used?

X [A] In very early project phases for idea generation.

✓ [B] When a detailed, realistic representation of the product with high look-and-feel is required.

X [C] Exclusively for technical feasibility analysis.

X [D] Independently of project progress, in any phase.

Commentary on answer options:

[A] Incorrect – Early phases typically call for low-fidelity prototypes.

[B] Correct – High-fidelity prototypes simulate look and feel and interaction very realistically; they are used later in the process when details need to be validated.

[C] Incorrect – Technical feasibility is not their primary purpose.

[D] Incorrect – Their use depends strongly on the project stage.

Question 52

Learning Objective (LO): LO 6.2.3 – Explain the importance and application of horizontal prototypes (K2)

What characterises a horizontal prototype?

X [A] In-depth representation of a single function with full interaction depth.

✓ [B] Coverage of a broad range of functions with low detail per function.

- X [C] Simulation of complex technical processes in the backend.
- X [D] Exclusive use in late development phases.

Commentary on answer options:

- [A] Incorrect – That describes a vertical prototype.
 - [B] Correct – Horizontal prototypes show the breadth of a system without deep functionality – ideal for early structural validation.
 - [C] Incorrect – Backend simulation is not a goal of UI prototypes.
 - [D] Incorrect – Horizontal prototypes are often used early in the process.
-

Question 53

Learning Objective (LO): LO 6.2.4 – Explain the importance and application of exploratory prototyping (K2)

What is exploratory prototyping used for?

- X [A] For final documentation of completed design decisions.
- ✓ [B] For exploring insufficiently understood user needs and open design questions.
- X [C] For checking normative requirements.
- X [D] For optimising existing design systems.

Commentary on answer options:

- [A] Incorrect – Exploratory prototypes are deliberately provisional and serve learning.
 - [B] Correct – Exploratory prototyping helps to concretise unclear requirements or user needs.
 - [C] Incorrect – Normative compliance is not an exploratory goal.
 - [D] Incorrect – Design system optimisation is not the focus of exploratory prototypes.
-

Question 54

Learning Objective (LO): LO 6.3.1 – Explain the integration of UX Design into software development processes (K2)

Which statement about integrating UX Design into development processes is correct?

- X [A] UX Design can only be integrated into classic waterfall projects.
- X [B] Agile methods fundamentally impede the integration of UX activities.
- ✓ [C] UX Design can be integrated into both agile and classic development processes.
- X [D] UX Design takes place exclusively after development is complete.

Commentary on answer options:

- [A] Incorrect – UX can be integrated into both process models.
 - [B] Incorrect – Agile approaches offer many anchor points for UX activities (e.g. sprint reviews, user story mapping).
 - [C] Correct – UX Design is process-independent; approaches such as Lean UX enable integration in agile contexts.
 - [D] Incorrect – UX must take place throughout the entire development process.
-

Question 55

Learning Objective (LO): LO 6.3.2 – Explain the importance and benefit of design systems (K2)

What is the primary benefit of design systems?

X [A] They completely replace the UX Design process.

X [B] They serve exclusively for graphical documentation.

✓ [C] They promote consistency and efficiency in design and development through reusable components.

X [D] They are relevant only for large organisations.

Commentary on answer options:

[A] Incorrect – Design systems support but do not replace the UX process.

[B] Incorrect – Design systems also encompass interaction rules and technical components.

[C] Correct – Reusability and consistency are the central benefits of design systems.

[D] Incorrect – Small teams also benefit from design systems.

Question 56

Learning Objective (LO): LO 6.3.3 – Explain the importance of design tokens (K2)

What function do design tokens fulfil?

X [A] They describe exclusively creative ideas for design concepts.

X [B] They serve as the technical implementation of page layouts.

✓ [C] They establish a structured link between design decisions and their implementation in code.

X [D] They completely replace design systems and style guides.

Commentary on answer options:

[A] Incorrect – Design tokens are formal and structured, not creative notes.

[B] Incorrect – Tokens are more abstract than specific layouts.

[C] Correct – Design tokens translate design decisions (e.g. colour values, spacing) into machine-readable, consistently applicable values.

[D] Incorrect – Design tokens are a component of a design system, not a replacement for it.

Question 57

Learning Objective (LO): LO 6.3.4 – Explain the role of AI as a design co-pilot (K2)

Which role does AI most appropriately take on as a design co-pilot?

X [A] AI fully automates the design process and replaces human designers.

✓ [B] AI supports designers in analysis, generating variants, and decision-making, without taking responsibility.

X [C] AI serves exclusively to automatically generate final user interfaces.

X [D] AI replaces user research and evaluation.

Commentary on answer options:

- [A] Incorrect – AI does not replace human judgement in the design process.
[B] Correct – As a co-pilot, AI supports creative and analytical steps but does not bear design responsibility.
[C] Incorrect – Final design decisions remain with the design team.
[D] Incorrect – User research and evaluation remain indispensable.
-

Chapter 7 – Evaluation and Testing Methods

Question 58

Learning Objective (LO): LO 7.1.1 – Explain the purpose of evaluations (K2)

What purpose do evaluations serve in the User-Centered Design process?

X [A] They serve exclusively as a final quality check before release.

✓ [B] They enable continuous review and improvement of design solutions throughout the entire development process.

X [C] They replace requirements analysis and user research.

X [D] They are used only for safety-critical systems.

Commentary on answer options:

[A] Incorrect – Evaluations accompany the entire process, not only the end.

[B] Correct – Evaluations enable iterative improvement: formative during development, summative at the end.

[C] Incorrect – Evaluation complements but does not replace requirements analysis.

[D] Incorrect – Evaluations are relevant for all interactive systems.

Question 59

Learning Objective (LO): LO 7.1.2 – Explain the difference between formative and summative evaluation (K2)

What characterises a summative evaluation?

X [A] It accompanies the entire development process for continuous improvement.

X [B] It is used during early prototyping phases.

✓ [C] It is a concluding assessment of the quality of a system after development is complete.

X [D] It completely replaces formative evaluations.

Commentary on answer options:

[A] Incorrect – That describes formative evaluation.

[B] Incorrect – Early prototyping phases are the typical domain of formative evaluations.

[C] Correct – Summative evaluations assess the completed or near-complete system; the outcome is an overall judgement on the achieved UX quality.

[D] Incorrect – Both evaluation types have different goals and complement each other.

Question 60

Learning Objective (LO): LO 7.2.1 – Explain the structure and procedure of usability tests (K2)

What is a typical characteristic of a moderated usability test?

- X [A] The test facilitator comments on every step taken by the test participant.
- X [B] The test participant is assessed on their abilities during the test.

✓ [C] The test participant receives realistic tasks and works independently while the facilitator observes.

- X [D] The test facilitator immediately takes over control when difficulties arise.

Commentary on answer options:

- [A] Incorrect – Constant commentary would influence and bias the test.
- [B] Incorrect – The system is assessed, not the test participant.
- [C] Correct – Realistic tasks and independent completion under observation are key characteristics.
- [D] Incorrect – Interventions follow a defined protocol and are minimised.

Question 61

Learning Objective (LO): LO 7.2.2 – List the most important components of a test plan (K2)

Which information is a typical component of a usability test plan?

- X [A] The complete source code of the application.
- X [B] The final marketing strategy for the product.

✓ [C] Description of test objectives, test tasks, and the target group.

- X [D] The complete visual design manual.

Commentary on answer options:

- [A] Incorrect – Source code is not part of a test plan.
- [B] Incorrect – Marketing strategy does not belong to test planning.
- [C] Correct – Test objectives, tasks, target group description, procedure, and framework conditions are typical test plan contents.
- [D] Incorrect – Design manuals are not test plan components.

Question 62

Learning Objective (LO): LO 7.2.3 – Explain test facilitator effects (K2)

What is not a test facilitator effect in usability tests?

- X [A] Leniency error (overly lenient assessment by the facilitator)
- X [B] Severity error (overly strict assessment by the facilitator)
- X [C] Body language of the facilitator

✓ [D] The room in which the test takes place

Commentary on answer options:

- [A] Incorrect (is a facilitator effect) – Leniency error describes an overly generous assessment.
 - [B] Incorrect (is a facilitator effect) – Severity error describes an overly strict assessment.
 - [C] Incorrect (is a facilitator effect) – Body language can unconsciously influence test participants.
 - [D] Correct – The test room is a framework condition, not a facilitator effect.
-

Question 63

Learning Objective (LO): LO 7.2.4 – Explain the contents of a test report (K2)

Which information typically belongs in a test report of a formative evaluation?

- X [A] The designer's personal opinion about the product.
- X [B] The complete product roadmap for the next twelve months.

✓ [C] Description and assessment of identified usability problems.

- X [D] The cost estimate for the entire project.

Commentary on answer options:

- [A] Incorrect – Personal opinions do not belong in an objective test report.
- [B] Incorrect – Product roadmaps are not test report content.
- [C] Correct – Identified problems with description, assessment, and prioritisation are the core of formative test reports.
- [D] Incorrect – Costs are not part of test reports.

Question 64

Learning Objective (LO): LO 7.2.5 – Explain Constructive Interaction (K2)

What characterises the Constructive Interaction method?

- X [A] A single user solves tasks while thinking aloud.

✓ [B] Two users work on tasks together and verbalise their thoughts; the interaction between them is the focus.

- X [C] Tasks are completed exclusively in simulated scenarios.
- X [D] The method is suitable only for expert testing.

Commentary on answer options:

- [A] Incorrect – That describes the classic think-aloud method.
- [B] Correct – Constructive Interaction uses the natural dialogue between two people as a source of insight; real tasks are worked on together.
- [C] Incorrect – Real tasks are worked on, not mere simulations.
- [D] Incorrect – The method is also used with non-experts, e.g. children and elderly users.

Question 65

Learning Objective (LO): LO 7.2.6 – Explain supporting methods in usability tests (K2)

Which information cannot eye tracking directly provide in usability tests?

- X [A] Which screen areas the user has viewed.
- X [B] How long the user fixated on specific areas.

✓ [C] The emotional assessment of viewed content by the user.

- X [D] The path of eye movements across the screen.

Commentary on answer options:

- [A] Incorrect (can be provided) – Fixation areas are directly measured.

[B] Incorrect (can be provided) – Fixation durations can be precisely recorded.
[C] Correct – Eye tracking measures gaze movements, not emotions; these must be gathered through complementary methods (e.g. questionnaires, biosensors).
[D] Incorrect (can be provided) – Gaze paths and saccades are recorded.

Question 66

Learning Objective (LO): LO 7.3.1 – Explain the Cognitive Walkthrough (K2)

What is the goal of a Cognitive Walkthrough?

X [A] Measuring subjective satisfaction through standardised questionnaires.

✓ [B] Analysing task sequences from the perspective of a hypothetical user by a usability expert.

X [C] Statistical analysis of performance data from large user groups.

X [D] Technical verification of implementation quality.

Commentary on answer options:

[A] Incorrect – Subjective satisfaction is gathered via questionnaires, not Cognitive Walkthroughs.
[B] Correct – An expert takes the perspective of a hypothetical user and analyses whether task steps are comprehensible and logical.
[C] Incorrect – Cognitive Walkthroughs are qualitative expert methods.
[D] Incorrect – Technical quality is not the focus.

Question 67

Learning Objective (LO): LO 7.3.2 – Explain heuristic evaluation (K2)

What characterises a heuristic evaluation?

X [A] It is conducted exclusively with end users.

X [B] It delivers exclusively quantitative metrics.

✓ [C] Experts systematically assess an interface based on defined heuristics.

X [D] It completely replaces all other evaluation methods.

Commentary on answer options:

[A] Incorrect – Heuristic evaluations are conducted by usability experts, not end users.
[B] Incorrect – Results are predominantly qualitative.
[C] Correct – Experts (typically 3–5) review the interface against established heuristics (e.g. Nielsen's 10 heuristics).
[D] Incorrect – Heuristic evaluations complement other methods but do not replace them.

Question 68

Learning Objective (LO): LO 7.4.1 – Explain the prioritisation of evaluation findings (K2)

Which activity supports the prioritisation of usability problems after an evaluation?

X [A] Visual redesign of the entire user interface.

✓ [B] Assessment by severity and frequency of occurrence.

- X [C] Technical refactoring of the source code.
- X [D] Extension of the system's feature set.

Commentary on answer options:

- [A] Incorrect – Redesign is a remediation measure, not a prioritisation activity.
- [B] Correct – Severity (how serious is the problem?) and frequency (how often does it occur?) are the central criteria for prioritisation.
- [C] Incorrect – Refactoring is a technical measure.
- [D] Incorrect – Adding features does not address the prioritisation question.

Question 69

Learning Objective (LO): LO 7.5.1 – Know questionnaire methods: SUS, UEQ, ISO Metrics (K2)

Which standardised questionnaire method enables a check for normative consistency?

- X [A] SUS (System Usability Scale)
- X [B] UEQ (User Experience Questionnaire)
- ✓ [C] ISO Metrics
- X [D] None of the methods mentioned

Commentary on answer options:

- [A] Incorrect – SUS measures subjective usability, not normative consistency.
- [B] Incorrect – UEQ captures UX dimensions subjectively, not normatively.
- [C] Correct – ISO Metrics is based on the criteria of ISO 9241 and enables a structured check of normative consistency.
- [D] Incorrect – ISO Metrics is the correct method.

These mock questions are intended exclusively for practice and self-assessment. They do not represent actual exam questions.