

Mock Exam Questions UXQCC Foundation Level

CPUE – Certified Professional for User Experience

Practice Exam without Answers – 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)

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'?

- [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.
 - [C] User Experience is synonymous with the visual design of a user interface.
 - [D] User Experience describes only the degree of satisfaction felt after using a product.
-

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?

- [A] Graphic design and UX Design are completely identical disciplines.
 - [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.
 - [D] Graphic design always includes interaction aspects, while UX Design is purely visual.
-

Question 3

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

Which statement about interdisciplinarity in UX Design is false?

- [A] UX Design integrates knowledge from psychology, computer science, design, and other fields.
 - [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.
 - [D] Good UX Design requires collaboration among people with different areas of expertise.
-

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?

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

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?

- [A] Exclusively in consumer electronics.
 - [B] Only in products targeting elderly user groups.
 - [C] In safety-critical systems such as medical devices or industrial control systems.
 - [D] Only in software systems with more than 100,000 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)?

- [A] CX and UX are synonymous terms and can be used interchangeably.
 - [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.
 - [D] CX is limited exclusively to digital channels.
-

Question 7

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

What does Interaction Design primarily describe?

- [A] The visual design of icons and colour palettes.
 - [B] The specification of typefaces and layout grids.
 - [C] The design of interaction flows between user and system, including feedback mechanisms and interaction patterns.
 - [D] The technical implementation of user interfaces.
-

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?

- [A] UCD is conducted once at the beginning of a project.
 - [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.
 - [D] UCD is a linear process model without feedback loops.
-

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?

- [A] Human-Software Interaction (HSI)
 - [B] Human-Computer Interaction (HCI)
 - [C] Human-Technology Communication (HTC)
 - [D] Human-Interface Dialogue (HID)
-

Question 10

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

What is the primary goal of Universal Design?

- [A] To develop products specifically for people with disabilities.
 - [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.
 - [D] To accelerate the development process through standardised components.
-

Question 11

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

Which statement about human-machine communication is correct?

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

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?

- [A] Users perceive all content areas of a website equally, regardless of their goal.
 - [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.
 - [D] Only animated content is always perceived regardless of the search goal.
-

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?

- [A] Rods enable colour perception in daylight.
 - [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.
 - [D] Colour is perceived exclusively through rods.
-

Question 14

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

How does eye movement typically proceed during reading?

- [A] The eye moves smoothly and continuously across the text.
 - [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.
 - [D] Each letter is individually fixated and fully processed.
-

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?

- [A] Using exclusively decorative typefaces.
 - [B] Minimising line spacing to save space.
 - [C] Sufficient contrast between text colour and background.
 - [D] Reducing font size for all user groups.
-

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?

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

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

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?

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

[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.

[D] Colours influence only aesthetic perception and not user 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?

[A] Using exclusively highly saturated colours.

[B] Communicating important information through colour alone.

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

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

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?

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

[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.

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

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?

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

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

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

[D] Gestalt laws apply exclusively to printed media.

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?

- [A] Formal technical specifications that serve developers as templates.
 - [B] Internal representations and expectations that users hold about how a system functions.
 - [C] Graphic wireframes that support the design process.
 - [D] Mathematical models for calculating user behaviour.
-

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?

- [A] They increase the visual attractiveness of the user interface.
 - [B] They lead to uniform interpretations among all users.
 - [C] They can activate different mental models in different users, leading to errors.
 - [D] They affect only inexperienced users.
-

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?

- [A] Because users are unable to learn new concepts.
 - [B] Because doing so makes usability tests unnecessary.
 - [C] Because using familiar concepts reduces learning effort and increases efficiency.
 - [D] Because it is legally required.
-

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?

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

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?

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

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?

- [A] ISO 27001
 - [B] ISO 9001
 - [C] ISO 9241-210
 - [D] ISO 17024
-

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?

- [A] Visual consistency
 - [B] Learnability
 - [C] Technical reliability
 - [D] System speed
-

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?

- [A] Medical devices can be treated like standard consumer products during development.
 - [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.
 - [D] Usability plays only a minor role 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?

- [A] ISO 9241-110
 - [B] BITV
 - [C] WCAG (Web Content Accessibility Guidelines)
 - [D] EN 301 549
-

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?

- [A] A linear process focused on technical implementation.
 - [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.
 - [D] A one-time user testing procedure at the end of development.
-

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?

- [A] Defining the database architecture
 - [B] Planning UX activities, methods, and their timing within the project
 - [C] Defining coding standards and versioning guidelines
 - [D] Optimising runtime performance
-

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?

- [A] Reliability
 - [B] Validity
 - [C] Objectivity
 - [D] Completeness
-

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?

- [A] The measurement results are comprehensible to all test participants.
 - [B] The measurement results are statistically significant.
 - [C] The results are independent of the person conducting, evaluating, or interpreting the study.
 - [D] The measurement is based on a sufficiently large sample.
-

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?

- [A] The content validity of the measurement.
 - [B] The independence of results from the investigator.
 - [C] The consistency and repeatability of measurement results.
 - [D] The comprehensibility of questions for participants.
-

Question 35

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

When is a measurement considered valid?

- [A] When it produces identical results upon repetition.
 - [B] When it is independent of the person conducting it.
 - [C] When it actually measures what it is intended to measure.
 - [D] When it is based on a representative sample.
-

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?

- [A] Checking whether the product meets users' needs.
 - [B] Assessing the user experience in real-world use.
 - [C] Checking whether specified requirements have been correctly implemented in the system.
 - [D] Determining whether regulatory requirements are met.
-

Question 37

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

What is examined during validation?

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

- [B] Whether all normative requirements have been correctly implemented.
 - [C] Whether the technical documentation is complete.
 - [D] Whether the product meets the actual needs and requirements of users.
-

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?

- [A] Defining the programming language and system architecture.
 - [B] Analysing user goals, tasks, and the usage context.
 - [C] Defining test automation strategies.
 - [D] Optimising database queries.
-

Question 39

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

What characterises a primary user group?

- [A] Users who test the system before the official release.
 - [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.
 - [D] Users who use the system only rarely.
-

Question 40

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

Which task types are fundamentally distinguished in the UX context?

- [A] Simple versus complex tasks
 - [B] Technical versus organisational tasks
 - [C] Action-driven versus cognition-driven tasks
 - [D] Digital versus analogue tasks
-

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?

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

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

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?

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

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?

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

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?

- [A] They provide exact, quantifiable measurements for later testing.
 - [B] They completely replace quantitative goals.
 - [C] They provide content orientation and direction for design, especially in early development phases.
 - [D] They are defined exclusively after development is complete.
-

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?

- [A] Absolute and relative goals must always be defined together.
 - [B] Relative goals use fixed time or error values as metrics.
 - [C] Relative goals refer to comparing user experience between different solutions.
 - [D] Absolute and relative goals are mutually exclusive.
-

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?

- [A] For the technical specification of system functions.
 - [B] For describing realistic usage situations from the users' perspective.
 - [C] For assessing code quality.
 - [D] For creating formal test reports.
-

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?

- [A] Detailed technical implementation specifications.
 - [B] A role, a desired function, and a benefit.
 - [C] A complete description of all interaction steps.
 - [D] The visual layout of the user interface.
-

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?

- [A] The internal system architecture and database structure.
 - [B] The motivation and personal goals of the development team.
 - [C] The interaction between a user and the system to achieve a specific goal.
 - [D] The visual design of individual screens.
-

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?

- [A] Design solutions should be frozen as early as possible to avoid planning changes.
 - [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.
 - [D] Design solutions serve exclusively to define the visual appearance of the interface.
-

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?

- [A] Prototypes serve as the final implementation of all system functions.
 - [B] Prototypes replace usability tests with users.
 - [C] Prototypes are used for evaluation, communication, and validation of design decisions.
 - [D] Prototypes serve exclusively to verify 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?

- [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.
 - [C] Exclusively for technical feasibility analysis.
 - [D] Independently of project progress, in any phase.
-

Question 52

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

What characterises a horizontal prototype?

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

Question 53

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

What is exploratory prototyping used for?

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

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?

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

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?

- [A] They completely replace the UX Design process.
 - [B] They serve exclusively for graphical documentation.
 - [C] They promote consistency and efficiency in design and development through reusable components.
 - [D] They are relevant only for large organisations.
-

Question 56

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

What function do design tokens fulfil?

- [A] They describe exclusively creative ideas for design concepts.
 - [B] They serve as the technical implementation of page layouts.
 - [C] They establish a structured link between design decisions and their implementation in code.
 - [D] They completely replace design systems and style guides.
-

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?

- [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.
 - [C] AI serves exclusively to automatically generate final user interfaces.
 - [D] AI replaces user research and evaluation.
-

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?

- [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.
 - [C] They replace requirements analysis and user research.
 - [D] They are used only for safety-critical systems.
-

Question 59

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

What characterises a summative evaluation?

- [A] It accompanies the entire development process for continuous improvement.
 - [B] It is used during early prototyping phases.
 - [C] It is a concluding assessment of the quality of a system after development is complete.
 - [D] It completely replaces formative evaluations.
-

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?

- [A] The test facilitator comments on every step taken by the test participant.
 - [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.
 - [D] The test facilitator immediately takes over control when difficulties arise.
-

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?

- [A] The complete source code of the application.
 - [B] The final marketing strategy for the product.
 - [C] Description of test objectives, test tasks, and the target group.
 - [D] The complete visual design manual.
-

Question 62

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

What is not a test facilitator effect in usability tests?

- [A] Leniency error (overly lenient assessment by the facilitator)
- [B] Severity error (overly strict assessment by the facilitator)
- [C] Body language of the facilitator
- [D] The room in which the test takes place

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?

- [A] The designer's personal opinion about the product.
 - [B] The complete product roadmap for the next twelve months.
 - [C] Description and assessment of identified usability problems.
 - [D] The cost estimate for the entire project.
-

Question 64

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

What characterises the Constructive Interaction method?

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

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?

- [A] Which screen areas the user has viewed.
 - [B] How long the user fixated on specific areas.
 - [C] The emotional assessment of viewed content by the user.
 - [D] The path of eye movements across the screen.
-

Question 66

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

What is the goal of a Cognitive Walkthrough?

- [A] Measuring subjective satisfaction through standardised questionnaires.
 - [B] Analysing task sequences from the perspective of a hypothetical user by a usability expert.
 - [C] Statistical analysis of performance data from large user groups.
 - [D] Technical verification of implementation quality.
-

Question 67

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

What characterises a heuristic evaluation?

- [A] It is conducted exclusively with end users.
 - [B] It delivers exclusively quantitative metrics.
 - [C] Experts systematically assess an interface based on defined heuristics.
 - [D] It completely replaces all other evaluation methods.
-

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?

- [A] Visual redesign of the entire user interface.
 - [B] Assessment by severity and frequency of occurrence.
 - [C] Technical refactoring of the source code.
 - [D] Extension of the system's feature set.
-

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?

- [A] SUS (System Usability Scale)
 - [B] UEQ (User Experience Questionnaire)
 - [C] ISO Metrics
 - [D] None of the methods mentioned
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These mock questions are intended exclusively for practice and self-assessment. They do not represent actual exam questions.