

Exam 2 Comments

*It takes a really bad school to ruin a good student
and
a really fantastic school to rescue a bad student.*

General Comments

- ❑ Write your answers in a technical/formal style.
- ❑ Avoid the use of imprecise and non-professional wording and language as computer science is an exact science and we must learn to communicate in a professional way.
- ❑ Present all key elements as grading is based on how many key elements are answered properly.
- ❑ Justify your answer. For example, if you claim bounded violation is violated, then show it with an execution sequence. **Don't make a vague claim without a good justification.**
- ❑ **I do not do grade inflation.**

Problem 1(a): 1/2

```
int flag[2]; // initialized to OUT_CS
int turn;    // initialized to 0 or 1
```

Process i (P_i), $i = 0$ or 1

```
// Enter Protocol
repeat
    flag[i] = REQUEST;
    while (turn != i && flag[j] != OUT_CS)
        ;
    flag[i] = IN_CS;
until flag[j] != IN_CS;
turn = i;
```

Critical Section

```
// Exit Protocol
turn = j;
flag[i] = OUT_CS;
```

- Process P_i exits its repeat-until loop sees `flag[j]` being not `IN_CS`, and right before that P_i sets `flag[i]` to `IN_CS`.
- By the same reason, if P_j is in its critical section, `flag[j]` is `IN_CS` and `flag[i]` is not `IN_CS`.
- If P_i and P_j were both in the critical section, `flag[i]` would be `IN_CS` and not `IN_CS` at the same time.

Problem 1(a): 2/2

```
int flag[2]; // initialized to OUT_CS
int turn;    // initialized to 0 or 1
```

Process i (P_i), $i = 0$ or 1

```
// Enter Protocol
```

```
repeat
```

```
    flag[i] = REQUEST;
```

```
    while (turn != i && flag[j] != OUT_CS)
```

```
        ;
```

```
        flag[i] = IN_CS;
```

```
until flag[j] != IN_CS;
```

```
turn = i;
```

Critical Section

```
// Exit Protocol
```

```
turn = j;
```

```
flag[i] = OUT_CS;
```

- Variable `turn` is not used in the reasoning.
- If P_i and P_j are both in the critical section, they execute the statement `turn = i`.
- If P_i executes this statement first followed by P_j , the value of `turn` is `j`.
- If P_j executes this statement first followed by P_i , the value of `turn` is `i`.
- Hence, `turn` will not have two values at the same time.

Problem 1(b): 1/2

```
int status[2];
int turn;      // initialized to 0 or 1
```

Process 0

```
status[0] = COMPETING;
do {
    while (turn != 0) {
        status[0] = OUT_CS;
        if (status[turn] == OUT_CS)
            turn = 0;
    }
    status[0] = IN_CS;
} while (status[1] == IN_CS);
```

Critical Section

```
status[0] = OUT_CS;
```

Process 1

```
status[1] = COMPETING;
do {
    while (turn != 1) {
        status[1] = OUT_CS;
        if (status[turn] == OUT_)CS)
            turn = 1;
    }
    status[1] = IN_CS;
} while (status[0] == IN_CS);
```

```
status[1] = OUT_CS;
```

- ❑ Variable `turn` is set only once in the `if` statement and is not reset when exits the critical section.
- ❑ Suppose P_0 sets `turn` to 0 and enters the critical section. Because P_0 does not reset `turn`, P_0 may come back and re-enter the critical section.
- ❑ This may repeat again and again, and bounded waiting fails.

Problem 1(b): 2/2

	P_0	P_1	turn	status[0]	status[1]	Comment
1			0			
2	s[0]=C	s[1]=C	0	C	C	Entering
3	while	while	0	C	C	P_0 breaks while
4	s[0]=IN		0	IN	C	P_0 about to enter
5		s[1]=OUT	0	IN	OUT	P_0 about to enter
6	P_0 enters its critical section					
7	s[0]=OUT	if	0	OUT	OUT	P_0 enters CS as turn = 0
8	P_0 comes back					
9	s[0]=C	while loops back	0	C	OUT	P_0 entering
10		if	0	C	OUT	if is false
11	while	while	0	C	OUT	P_1 loops back
12	s[0]=IN		0	IN	OUT	P_0 about to enter
13	P_0 enters its critical section					

```

status[0] = COMPETING;
do {
    while (turn != 0) {
        status[0] = OUT_CS;
        if (status[turn] == OUT_CS)
            turn = 0;
    }
    status[0] = IN_CS;
} while (status[1] == IN_CS);

```

```

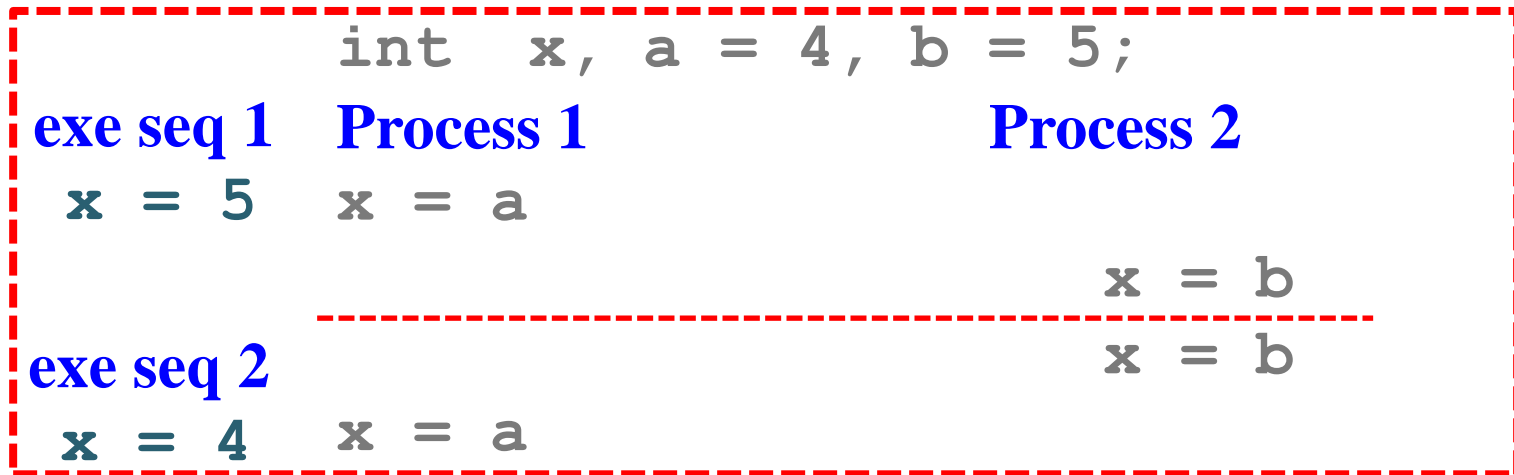
status[1] = COMPETING;
do {
    while (turn != 1) {
        status[1] = OUT_CS;
        if (status[turn] == OUT_CS)
            turn = 1;
    }
    status[1] = IN_CS;
} while (status[0] == IN_CS);

```

Problem 1(c): 1/10

- A **race condition** is a situation in which **more than one** process or thread access a **shared** resource **concurrently**, and the result depends on the **order of execution**.
- Use instruction level execution sequences for your examples.
- You must show concurrent sharing in your execution sequences.
- It takes **two** execution sequences to justify the existence of a race condition, because **you need to show the results depend on the order of execution**.

Problem 1(c): 2/10

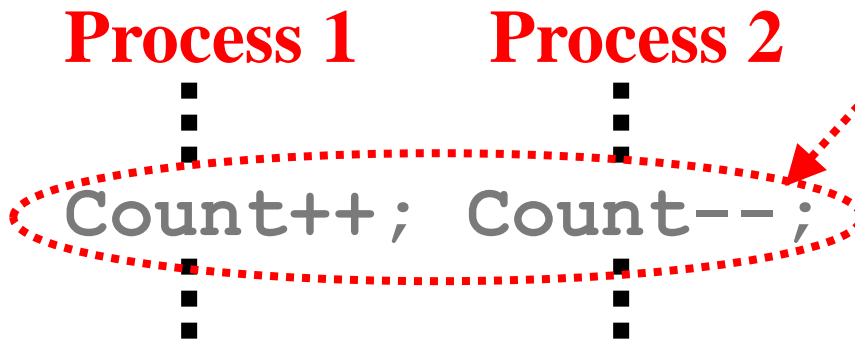


This is not a valid example to show the existence of a race condition because variable `x` is not shared concurrently.

Problem 1(c): 3/10

```
int Count = 10;
```

Higher-level language statements
are not atomic



Count = 9, 10 or 11?

Only say `Count++` and `Count--` would cause a race condition is inaccurate because the “sharing” and “concurrent access” conditions are not addressed.

Problem 1(c): 4/10

```
int Count = 10;
```

Process 1

```
⋮  
LOAD  Reg, Count  
ADD   #1  
STORE Reg, Count  
⋮
```

Process 2

```
⋮  
LOAD  Reg, Count  
SUB   #1  
STORE Reg, Count  
⋮
```

The problem is that the execution flow may be switched in the middle. **Possible answers are 9, 10 or 11.**
Show two execution sequences.

Problem 1(c): 5/10

First Execution Sequence

Process 1

Process 2

Inst	Reg	Memory	Inst	Reg	Memory
LOAD	10	10			
			LOAD	10	10
			SUB	9	10
ADD	11	10			
STORE	11	11			
			STORE	9	9

overwrites the previous value 11

Problem 1(c): 6/10

Second Execution Sequence

Process 1

Process 2

Inst	Reg	Memory	Inst	Reg	Memory
LOAD	10	10			
ADD	11	10			
			LOAD	10	10
			SUB	9	10
			STORE	9	9
STORE	11	11	<i>overwrites the previous value 9</i>		

Problem 1(c): 7/10

- **You should use instruction level interleaving to demonstrate the existence of race conditions**, because
 - a) higher-level language statements are not atomic and can be switched in the middle of execution
 - b) instruction level interleaving can show clearly the “sharing” of a resource among processes and threads.

Problem 1(c): 8/10

```
int a[3] = { 3, 4, 5};
```

Process 1

```
a[1] = a[0] + a[1];
```

Process 2

```
a[2] = a[1] + a[2];
```

Execution Sequence 1

Process 1	Process 2	Array a[]
<code>a[1]=a[0]+a[1]</code>		{ 3, 7, 5 }
	<code>a[2]=a[1]+a[2]</code>	{ 3, 7, 12 }

There is no concurrent sharing, not a valid example for a race condition.

Execution Sequence 2

Process 1	Process 2	Array a[]
	<code>a[2]=a[1]+a[2]</code>	{ 3, 4, 9 }
<code>a[1]=a[0]+a[1]</code>		{ 3, 7, 9 }

Problem 1(c): 9/10

```
int Count = 10;
```

Process 1

```
LOAD Reg, Count
ADD #1
STORE Reg, Count
```

Process 2

```
LOAD Reg, Count
SUB #1
STORE Reg, Count
```

Process 1	Process 2	Memory
LOAD Reg, Count		10
	LOAD Reg, Count	10
	SUB #1	10
ADD #1		10
STORE Reg, Count		11
	STORE Reg, Count	9

variable
count is
shared
concurrently
here

Problem 1(c): 10/10

- **The following execution sequence is not acceptable, because `count++` and `count--` are higher level language statements mixed with machine instructions. These statements apply to memory and have immediate impact.**

```
int count = 0;
```

Process 1

```
LOAD count
```

```
count++
```

```
SAVE count
```

Process 2

```
LOAD count
```

```
count--
```

```
SAVE count
```


Problem 2(a): 1/2

- The following is an obvious solution.

```
Semaphore S1 = 1, S2 = 0, S3 = 0;
```

```
Thread 1
while (1) {
    S1.Wait();
    cout << "1";
    S2.Signal();
}

Thread 2
while (1) {
    // do something
    S2.Wait();
    cout << "2";
    S3.Signal();
    S2.Wait();
    cout << "2";
    S1.Signal();
    // do something
}

Thread 3
while (1) {
    S3.Wait();
    cout << "3";
    S2.Signal();
}
```

Problem 2(a): 2/2

- ❑ If you insist that **Thread 2** can only have one statement to print 2, here is another solution.
- ❑ After printing 2 the first time, the printing process goes “*forward*” to Thread 3. Then, the next time, the printing process goes “*backward*”.

```
semaphore  S1 = 1, S2 = 0, S3 = 0;
```

Thread 1

```
while (1) {  
    S1.Wait();  
    cout << "1";  
    S2.Signal();  
}
```

Thread 2

```
int Forward = TRUE;  
while (1) {  
    S2.Wait();  
    cout << "2";  
    if (Forward)  
        S3.Signal();  
    else  
        S1.Signal();  
    Forward = !Forward;  
}
```

Thread 3

```
while (1) {  
    S3.Wait();  
    cout << "3";  
    S2.Signal();  
}
```

Problem 2(b)

- If `Wait()` is not atomic, multiple threads can call `Wait()` and increase the counter at the same time. Race condition can happen.

Mutual Exclusion

```
semaphore S=1;
```

```
S.Wait();
```

Critical Section

```
S.Signal();
```

	P_0	P_1	count	Comment
1			1	=1 for M.Ex
2	S.Wait()	S.Wait()	1	Both call
3	LA count	LA count	Reg=1, 1	Non-Atomic
4	SUB #1	SUB #1	Reg=0, 1	Register is 0
5	SA count	SA count	0	count is 0
6	Both processes enter their critical sections			

Problem 2(c): 1/2

- We assume the **weirdo** (philosopher 5) always picks his **right** chopstick first followed by his **left** one, and all **normal** ones pick their left first.

```
if the weirdo has his right chopstick then
  if the weirdo has his left chopstick then
    the weirdo eats and there is no deadlock.
  else // weirdo's left is taken by philosopher 4 as his right
    philosopher 4 eats. no deadlock.
else // the weirdo does not have his right because philosopher 1 has it as his left
  // weirdo's left is available
  if philosopher 1 has his right then
    philosopher 1 eats and there is no deadlock
  else // philosopher 1's right is taken by philosopher 2 as his left
    if philosopher 2 has his right then
      philosopher 2 eats and there is no deadlock
    else // philosopher 2's right is taken by philosopher 3 as his left
      if philosopher 3 has his right then
        philosopher 3 eats and there is no deadlock
      else // philosopher 3's right is taken by philosopher 4 as his left
        philosopher 4 eats as he can use weirdo's left as his right
```

Problem 2(c): 2/2

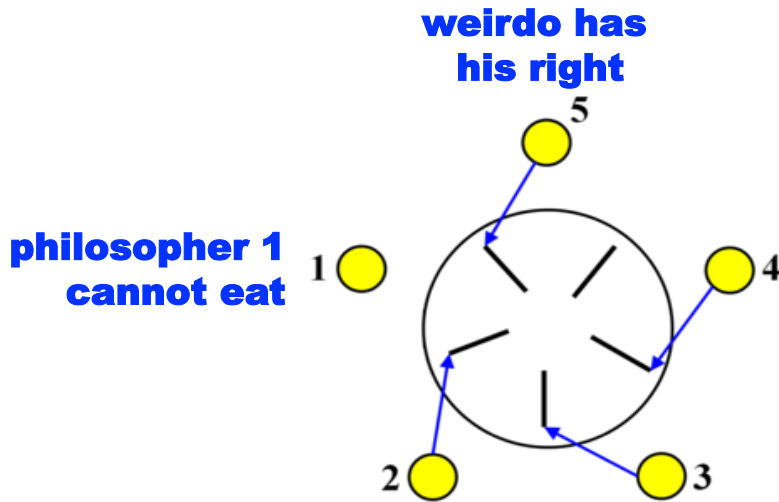


Figure (a)

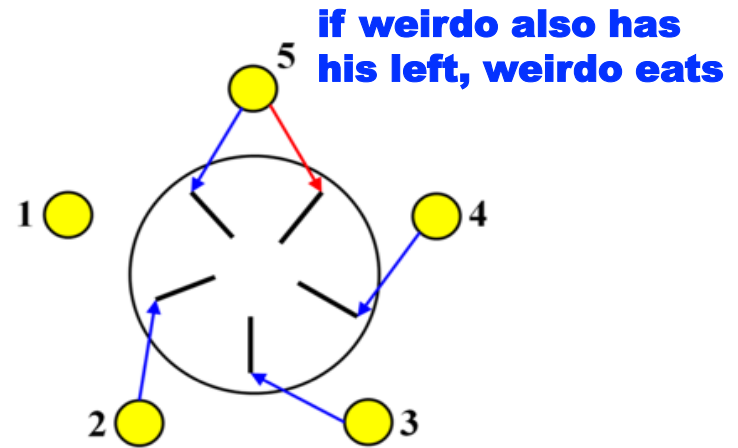


Figure (b)

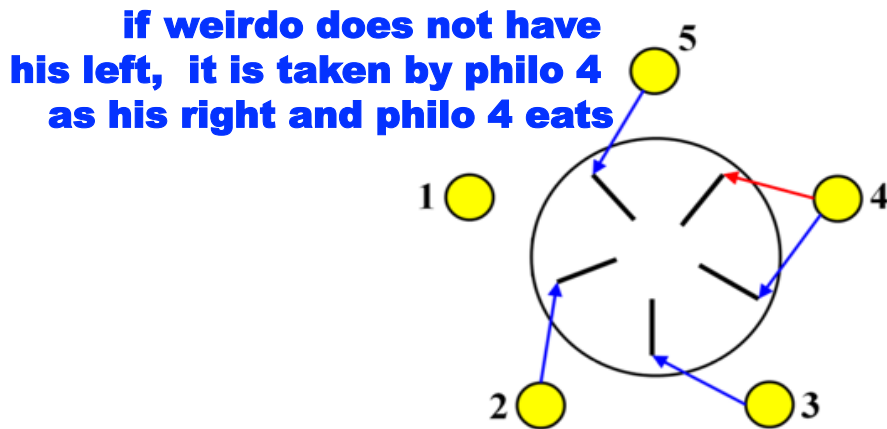


Figure (c)

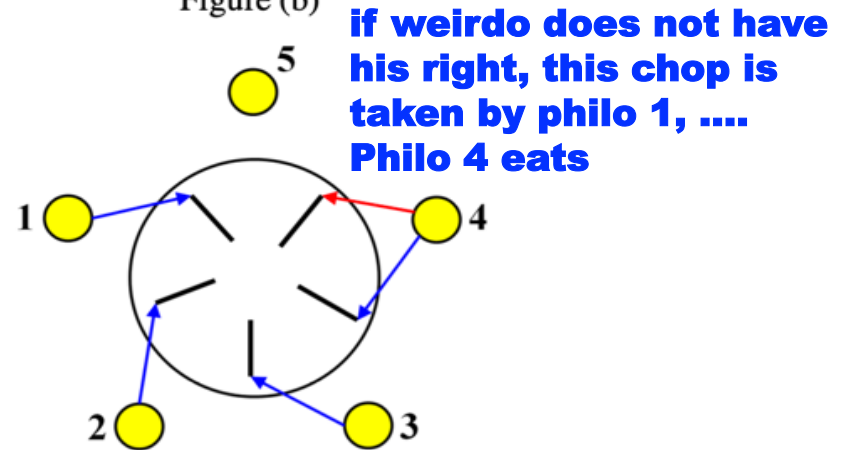


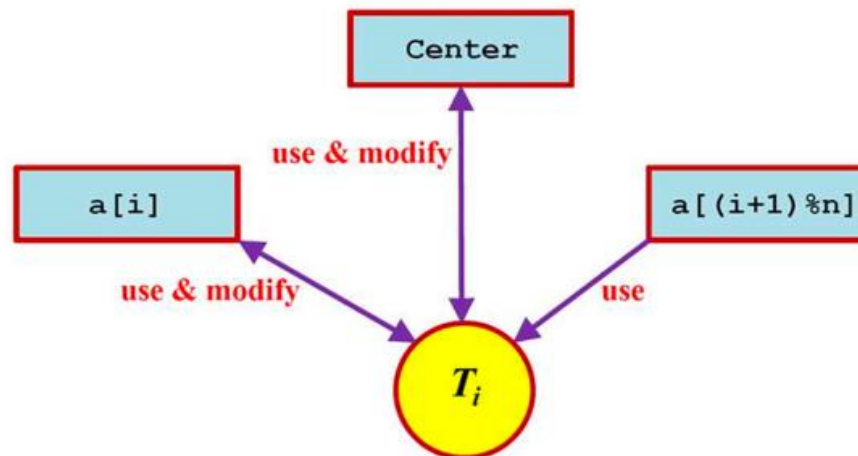
Figure (d)

Problem 3(a): 1/5

- The following is the basic code:

```
while (1) {  
    a[i] = f(a[i], a[(i+1)%n]);  
    Center = a[i] + Center;  
}
```

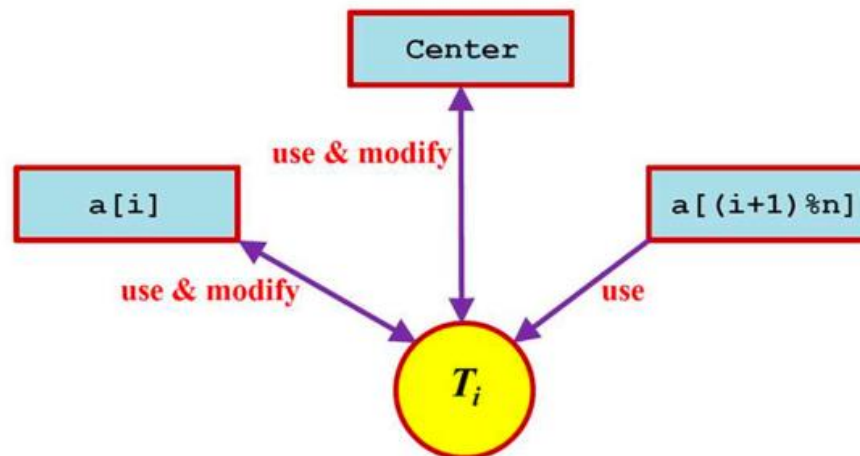
- Thus, thread T_i uses $a[(i+1)\%n]$ and modifies $a[i]$ and $Center$.
- This is similar to the dining philosophers problem.



Problem 3(a): 2/5

- We need a semaphore for each $a[i]$. T_i needs two semaphores for $a[i]$ and $a[(i+1)\%n]$ to access $a[i]$ and $a[(i+1)\%n]$.
- Because **Center** is accessed by all threads, we also need a semaphore to protect **Center**.

```
semaphore S_Center = 1;  
semaphore S_a[n] = { 1, 1, ..., 1};
```



Problem 3(a): 3/5

```
semaphore S_Center = 1;  
semaphore S_a[n] = { 1, 1, ..., 1};
```

```
while (1) {
```

```
S_a[(i+1)%n].Wait();  
    Local = a[(i+1)%n];  
S_a[(i+1)%n].Signal();  
fx = f(a[i], Local);
```

copy a[(i+1)%n] **to** Local

Because f() **does not modify**
a[i] **and** Local, **no lock needed.**

```
S_a[i].Wait();  
    a[i] = fx;  
S_a[i].Signal();
```

update a[i]

```
S_Center.Wait();  
    Center = fx + Center;  
S_Center.Signal();
```

update Center

```
}
```


Problem 3(a): 4/5

```
semaphore S_Center = 1;  
semaphore S_a[n] = { 1, 1, ..., 1};
```

```
while (1) {  
    // other irrelevant computation  
    S_a[(i+1)%n].Wait();  
    S_a[i].Wait();  
    S_Center.Wait();  
    a[i] = f(a[i], a[(i+1)%n]);  
    Center = a[i] + Center;  
    S_Center.Signal();  
    S_a[i].Signal;  
    S_a[(i+1)%n].Signal  
    // other irrelevant computation  
}
```

**This implementation serializes all threads, no concurrency at all.
Only one thread can modify `a[]` (not OK) and `Center` (OK).**

Problem 3(a): 5/5

```
semaphore S;  
  
while (1) {  
    // other irrelevant computation  
    S.Wait();  
    a[i] = f(a[i], a[(i+1)%n]);  
    Center = a[i] + Center;  
    S.Signal();  
    // other irrelevant computation  
}
```

This solution is even worse because there is no concurrency.

Problem 3(b): 1/2

- All men can use the bathroom as long as there is a man using it. Aren't the man threads readers in the readers-writers problem?
- By the same reason, all women can use the bathroom as long as there is a woman using it. Therefore, all woman threads form another "reader" threads in the readers-writers problem.
- In conclusion, we have two groups of readers, and while one group of readers is using the bathroom the other group is blocked.
- **What we need? Duplicate the reader thread, one for men and the other for women.**

Problem 3(b): 2/2

```
int      MaleCounter = 0, FemaleCounter = 0;
Semaphore MaleMutex = 1, FemaleMutex = 1;
Semaphore BathRoom = 1;
```

```
while (1) {
    // working
    MaleMutex.Wait();
    MaleCounter++;
    if (MaleCounter == 1)
        BathRoom.Wait();
    MaleMutex.Signal();

    // use the bathroom
    MaleMutex.Wait();
    MaleCounter--;
    if (MaleCounter == 0)
        BathRoom.Signal();
}

while(1) {
    // working
    FemaleMutex().Wait();
    FemaleCounter++;
    if (FemaleCounter == 1)
        BathRoom.Wait();
    FemaleMutex.Signal();

    // use the bathroom
    FemaleMutex.Wait();
    FemaleCounter--;
    if (FemaleCounter == 0)
        BathRoom.Signal();
}
```

if I am the first man/woman, yield the bathroom

if I am the last man/woman, yield the bathroom

Class Performance

- I expected you to receive approximately 70 points as shown below.

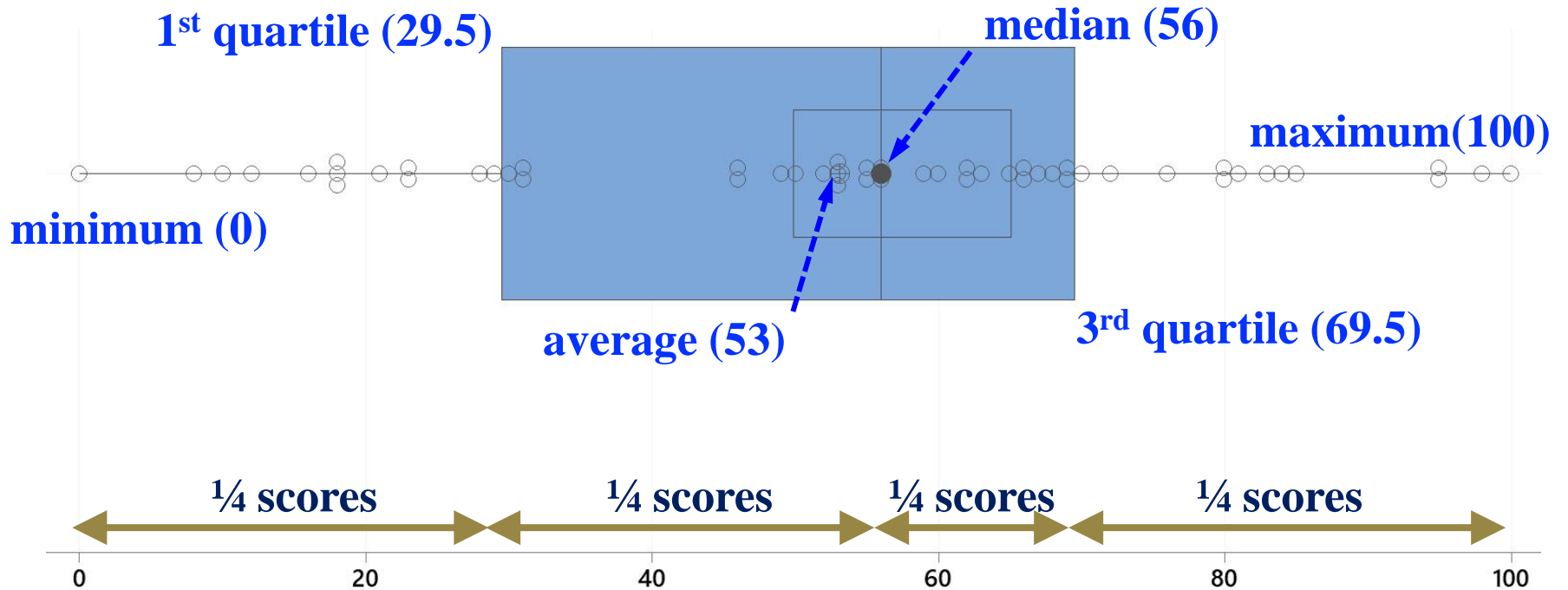
Problem		Possible	Expected	Class Average	Class Median
1	a	15	10	10	13
	b	15	7	5	0
	c*	10	8	7	8
2	a	10	8	7	10
	b	10	8	7	8
	c	10	8	5	5
3	a	15	10	5	0
	b	15	10	8	11
Total		100	69	53	56

Grade Distribution Problem-Wise

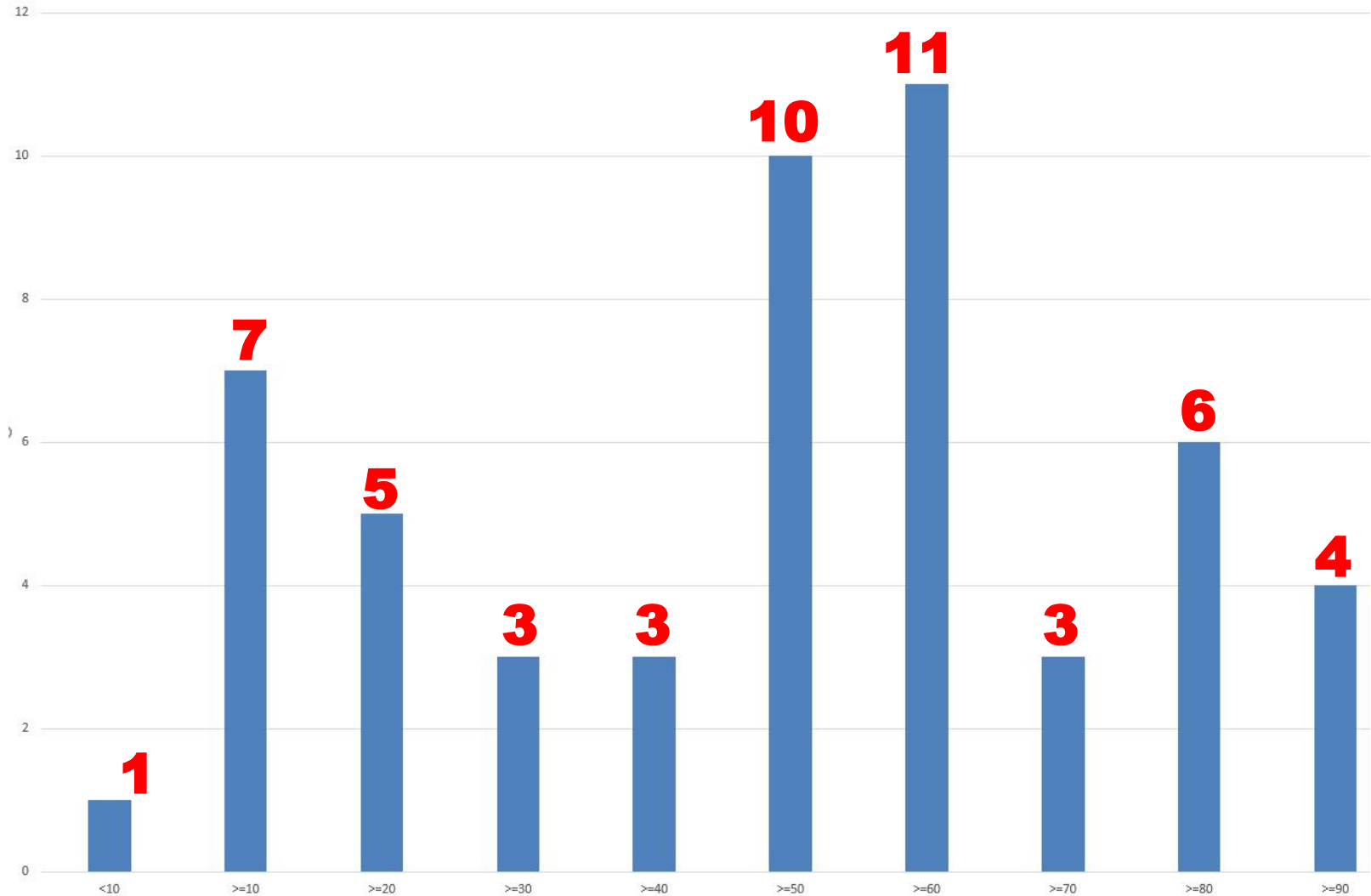
	1a	1b	1c	2a	2b	2c	3a	3b	Class
Min	0	0	0	0	0	0	0	0	0
Max	15	15	10	10	10	10	15	15	100
Median	13	0	8	10	8	5	0	11	56
Avg	10	5	7	7	7	5	5	8	53
St DEV	6	7	3	4	4	3	6	7	26

- **Problem 1a is a problem similar to Attempt II**
- **Problem 1b is a little more difficult, but you have a hint**
- **Problem 1c is a “recycled” problem from EXAM I**
- **Problem 2a, 2b and 2c were exercises assigned in class**
- **Problem 3a is similar to the philosophers problem and 3b is a variation of the readers-writers problem.**

Boxplot



Grade Distribution



My Findings

- ❑ Many of you did not study the slides carefully. Even the easiest problems were answered poorly/incorrectly.
- ❑ Some just provide an answer or value without elaboration. I am not supposed to finish your answer for you. Whenever a justification and/or elaboration is needed, please do it. **Use correct wording.**
- ❑ Please study harder, ask questions, and make sure you understand the subjects.
- ❑ Your grade is proportional to the quality of your answers and is **not** proportional to the time you spent!
- ❑ In my experience the Final is usually easier because difficult topics are spread thin.
- ❑ **Again, I do not do grade inflation.**

*It takes a really bad school to ruin a good student
and
a really fantastic school to rescue a bad student.*

Dennis J. Frailey

The End