Simulation 442: A2 and A3 - 2025

James Bekker

October 17, 2025

Simulation 442: A2 and A3 – 2025

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The exam: A2 & A3

Outline

Admin

The exam: A2 & A3

Formulas given

Inquisitive

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► Tutorial 12 will be marked and returned as soon as possible.

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The exam: A2 & A3

I was accused of this:



UNIVERSITY STUDENT. org

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The exam: A2 & A3

► Make sure you can do the tutorial questions.

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The exam: A2 & A3

- ► Make sure you can do the tutorial questions.
- ► Make sure you can do the examples done in class.

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The exam: A2 & A3

- ► Make sure you can do the tutorial questions.
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- ► Study the theory.

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The exam: A2 & A3

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- ► Use the Survival kits at the end of each chapter.

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- Refer to the TOC of the eBook and see if you can recognise every topic.

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- ► There are notes of students of previous years in circulation some of their model answers are wrong.

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The exam: A2 & A3

► It is not required that you know *SimTalk* syntax.

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- ► It is not required that you know *SimTalk* syntax.
- ► You do not need to know the TPS objects, but the results of the EM are important (interpretation, links to theory, *p*-table).

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The exam: A2 & A3

Guidelines for the exam: algorithms and procedures

► The GA must be known i.t.o. cross-over, mutation, choice of population size, choice of number of generations. Simulation 442: A2 and A3 – 2025

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The exam: A2 & A3

Guidelines for the exam: algorithms and procedures

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- ▶ Procedure Kim-Nelson: know the properties, but not the formulas or detail steps. You must be able to explain to a third year what it does and why.

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The exam: A2 & A3

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► Know the models very well, including the elusive Model 0.

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The exam: A2 & A3 $\,$

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- ► Work through the models and think what theory might be applicable here?

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The exam: A2 & A3

- Know the models very well, including the elusive Model 0.
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- Understand the dynamics of the models, e.g. McDonalds is effectively also a BAP.

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- ► In the TUM, what is/are the entity/entities? Attributes?

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- ► How can I apply Shannon's world view to the TUM?

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- What would happen if the BAP buffer sizes are all increased to ∞?

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- Why do all the models have upper bounds for their throughput?

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- ► In the TUM, what is/are the entity/entities? Attributes?
- ► How can I apply Shannon's world view to the TUM?
- What would happen if the BAP buffer sizes are all increased to ∞?
- ► Why do all the models have upper bounds for their throughput?
- ► Why can the trauma unit be considered a production line?

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The exam: A2 & A3

Validation considerations: how do I make the model simpler but still represent the real word adequately? Simulation 442: A2 and A3 – 2025

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The exam: A2 & A3

- ► Validation *considerations*: how do I make the model simpler but still represent the real word *adequately*?
- ► Which real word features MUST be included in the model, *i.e.* are non-negotiable?

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- ► Validation *considerations*: how do I make the model simpler but still represent the real word *adequately*?
- ► Which real word features MUST be included in the model, *i.e.* are non-negotiable?
- ► What validation tests did I do?

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The exam: A2 & A3

- Validation considerations: how do I make the model simpler but still represent the real word adequately?
- ▶ Which real word features MUST be included in the model, i.e. are non-negotiable?
- What validation tests did I do?
- ► In the TUP, why was it invalid if the option Worker stays here after completing the job was checked?

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The exam: A2 & A3

Guidelines for the exam

- Validation considerations: how do I make the model simpler but still represent the real word adequately?
- ▶ Which real word features MUST be included in the model, i.e. are non-negotiable?
- ► What validation tests did I do?
- ► In the TUP, why was it invalid if the option Worker stays here after completing the job was checked?
- ▶ In the (r, Q) model, why was the total inventory cost still high when r and Q both had low values?

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The exam: A2 & A3

Guidelines for the exam

6.6 Multi-objective optimisation problem formul

The MOO problem with K objectives and M+Q constrait 2008):

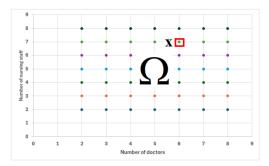
Minimise
$$\mathbf{f}(\mathbf{x}) = [f_1(\mathbf{x}), f_2(\mathbf{x}), \dots, f_K(\mathbf{x})]^T$$

subject to $\mathbf{x} \in \Omega$

$$\Omega = \{\mathbf{x} \mid g_i(\mathbf{x}) \leq 0, i = 1, 2, \dots, M;$$

$$h_j(\mathbf{x}) = 0, j = 1, \dots, Q\}.$$

Trauma unit:



 $f_1(\mathbf{x})$ = Patient turn-around time $f_2(\mathbf{x})$ = Cost

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Formulas given

▶ Question 1 [33] – Theory: Define, Explain, List, Why?, How did you...? and so on.

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- ▶ Question 1 [33] Theory: Define, Explain, List, Why?, How did you...? and so on.
- ▶ Question 2 [36] Input data analysis: χ^2 , inverse transform, and so on.

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- ► Question 1 [33] Theory: Define, Explain, List, Why?, How did you…? and so on.
- ▶ Question 2 [36] Input data analysis: χ^2 , inverse transform, and so on.
- ▶ Question 3–9 [103] ALL models: Explain, Why, How, Apply, Apply, Apply. Entity states. Calculate *n**.

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- ▶ Question 10 [8] Output analysis: h, n^* , MOO and so on.

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- ► If asked to give validation considerations, as in the tutorials, do not list the theoretical points as in the notes.
- ▶ Question 10 [8] Output analysis: h, n^* , MOO and so on.
- ▶ Duration is three hours and it counts out of 180 marks.

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- ▶ Question 1 [33] Theory: Define, Explain, List, Why?, How did you...? and so on.
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- ▶ Duration is three hours and it counts out of 180 marks.
- ► A2: No M-C, NTS and K-S.

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- ▶ Question 1 [33] Theory: Define, Explain, List, Why?, How did you...? and so on.
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- ▶ Question 3–9 [103] ALL models: Explain, Why, How, Apply, Apply, Apply. Entity states. Calculate *n**.
- If asked to give validation considerations, as in the tutorials, do not list the theoretical points as in the notes.
- ▶ Question 10 [8] Output analysis: h, n*, MOO and so on.
- ▶ Duration is three hours and it counts out of 180 marks.
- ► A2: No M-C, NTS and K-S.
- ▶ A3 has more or less of the same format, and also counts out of 180 marks. A3 has no M-C or NTS.

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The exam: A2 & A3

- Why?, How did you...? and so on.
- ▶ Question 2 [36] Input data analysis: χ^2 , inverse transform, and so on.

▶ Question 1 [33] – Theory: Define, Explain, List,

▶ Question 3–9 [103] – ALL models: Explain, Why,

notes.

- ▶ If asked to give validation considerations, as in the tutorials, do not list the theoretical points as in the
- ▶ Question 10 [8] Output analysis: h, n^* , MOO and so on.

the work covered.

► Duration is three hours and it counts out of 180 marks.

How, Apply, Apply, Apply. Entity states. Calculate n^* .

- ► A2: No M-C, NTS and K-S. ► A3 has more or less of the same format, and also counts
- out of 180 marks. A3 has no M-C or NTS. ▶ Both papers require insight and deep understanding of

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Scale of difficulty



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$$\chi^2 = \sum_{i=1}^k \frac{(E_i - O_i)^2}{E_i}$$

$$h = t_{n-1;1-\frac{\alpha}{2}} \frac{S_{\overline{X}}}{\sqrt{n}}$$

$$C_{ij} = \frac{\sum_{i=1}^{n-j} (X_i - \bar{X})(X_{i+j} - \bar{X})}{n-j}$$

$$n^* = \left\lceil n \left(\frac{h}{h^*}\right)^2 \right\rceil$$

$$P(X \in E) = \sum_{\omega \in A} p(\omega) \delta_{\omega}(E)$$

Expon:

$$f(x) = \frac{1}{\beta} e^{-(x/\beta)}, \quad x > 0$$

$$D_n^+ = \max_{1 \le i \le n} \left\{ F_n(X_j) - \hat{F}(X_j) \right\}$$

$$D_n^- = \max_{1 \le i \le n} \left\{ \hat{F}(X_j) - F_n(X_{j-1}) \right\}$$

$$D_n = \max\{D_n^+, D_n^-\}$$

$$\rho_j = C_{ij}/S_X^2$$

$$S^{2} = \frac{\sum_{i=1}^{n} (X_{i} - \overline{X})^{2}}{n-1}$$

$$k = \lfloor 1 + 3.322 \log_{10} n \rfloor$$

Poisson:

$$f(x) = e^{-\lambda} \frac{\lambda^x}{x!}, \quad x = 0, 1, 2, \dots$$

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Is it acceptable to put Marmite on braaibroodjie?

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Yes, it's absolutely acceptable to put Marmite on a braaibroodjie! In fact, it can add a unique, savory flavor to the sandwich. Marmite's umami richness pairs well with the traditional ingredients like cheese, tomato, and onion, giving the sandwich a more complex taste. Braaibroodjies are all about personal preference, so if you enjoy the bold flavor of Marmite, go for it! Just be mindful of

balancing it with the other flavors.

Is it acceptable to put jelly babies on a braaibroodjie?

While it's certainly unconventional, putting jelly babies on a braaibroodjie is acceptable if you're feeling adventurous or enjoy a mix of sweet and savory flavors. The traditional braaibroodjie usually features cheese, tomatoes, onions, and chutney, so jelly babies would create a dramatic contrast with their sweetness and chewy texture.

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That said, this combination might not be for everyone, but experimenting with new flavors is part of the fun of cooking. If you're curious about unusual combinations, why not give it a try and see how it turns out? It could be a hit at your next braai—or at least a conversation starter!

► All the best with the

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- ► All the best with the
 - 1. Exam
 - 2. Skripsie presentation
 - 3. Holiday!

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- ► Thank you for a great year!

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- ► Thank you for a great year!
- ► The end of the beginning.

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