

# UC Berkeley's CS10 Fall 2016 Final Exam : Instructor Dan Garcia

Your Name (first last)

SID

Lab TA's Name

← Name of person on left (or aisle)

Name of person on right (or aisle) →

## What's that Smell? Oh, it's Potpourri! (2 pts each for 1-11, low score dropped)

Fill in the correct circles & squares completely...like this: ● (select ONE) ■ (select ALL that apply)

**Question 1:** Who gave the “Mother of all Demos”, introducing the mouse to the world? (select ONE)

<input type="radio"/>								
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Alan Turing	Bill Gates	Steve Jobs	Doug Englebart	Ivan Sutherland	Maus Klein	Jim Maus	Eric Paulos
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**Question 2:** The internet uses an *end-to-end architecture*. That means... (select ONE)

- They lay fiber-optic cable starting from one end to the other, rather than starting in the middle and going out.
- The network gateways, switches and routers have all the “intelligence”, e.g., encrypting and decrypting files.
- The network requires computers and devices on its *ends* have unique IP addresses, like 128.32.169.12.
- The network connects devices all across the world, from one “end” of the earth to the other.
- None of the above.

**Question 3:** A polynomial-time solution to the knapsack problem means that for the **first time**... (select ONE)

- We can now *verify* a randomly-generated knapsack problem solution in polynomial time.
- We can now *verify* a randomly-generated subset sum problem solution in polynomial time.
- We can now solve the knapsack problem *approximately*.
- We now have a *heuristic* to solve the knapsack problem.
- We can now solve the *subset sum* problem in polynomial time.
- We can now solve *every exponential-time problem* in polynomial time.
- None of the above.

**Question 4:** Which of the following is **true**? (select ONE)

- Most software is written by *individuals working alone*.
- Parallel programming is a *solved problem*.
- Fortran* is the most common programming language in scientific code.
- Performance* is the top goal in software.
- Most software is *rewritten from scratch* every few years.
- None of the above.

**Question 5:** Which of the following are part of the traditional “interface design cycle”? (select ALL that apply)

<input type="checkbox"/>										
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Abstract	Ideate	Refine	Design	Prototype	Iterate	Evaluate	Analyze	Debug	Visualize	Publicize
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**Question 6:** Why did we move from IPv4 to IPv6? Because IPv4... (select ONE)

<input type="radio"/>								
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didn't support newer fiber-optic cables	didn't have enough bandwidth	didn't have enough throughput	couldn't handle the noise	didn't support newer protocols.	couldn't travel the distance of IPv6	didn't have enough addresses.	None of these
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**Question 7:** What did the halting problem prove? (select ONE)

- Not all problems were *decidable*.
- You *can* write a program to decide if another program would halt (not run forever) on its input.
- The *traveling salesman problem* was NP-complete.
- The *subset sum problem* was NP-complete.
- Determining whether a program would halt on its input can be done in less than exponential time.
- P = NP.
- P ≠ NP.
- None of the above.

**Question 8:** What is the “Attack of the Killer Cellphones”? (select ONE)

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- Cellphones have cancer-causing radiation.
- Cellphones are one of the leading causes of traffic fatalities due to distracted driving.
- Cellphones have mobile apps that are “killing” the brains of young people with social apps.
- Parallel system architects are looking to cell phone processors to understand how to manage power better.
- Computational scientists are building software so people can use their cell phones as a “volunteer cluster”.
- Parallel system architects are worried scientists may start using many cell phones for their computations.
- None of the above.

**Question 9:** You plan to test an algorithm with a set of very extensive test cases. Which is true? (select ONE)

- Only if it fails all test cases is the program incorrect.
- Only if it fails more than half is the program incorrect.
- If it passes more than half, the program is considered correct.
- If it passes all of them, the program is considered correct
- None of the above.

**Question 10:** YouTube now uses 64 instead of 32 bits to count views. How many more is that? (select ONE)

<input type="radio"/>						
2x	32x	64x	$2^2x$	$2^{32}x$	$2^{64}x$	None of these

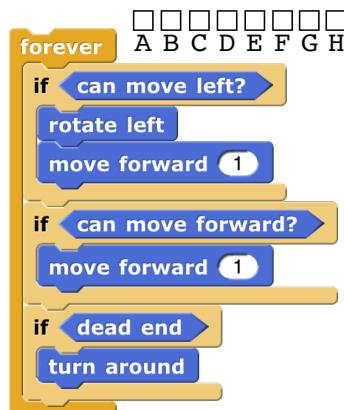
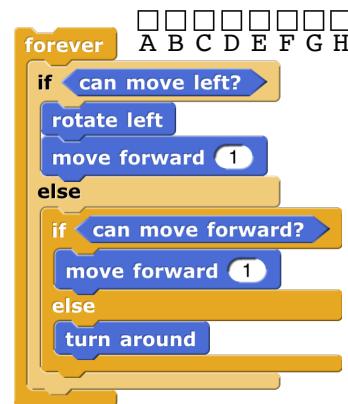
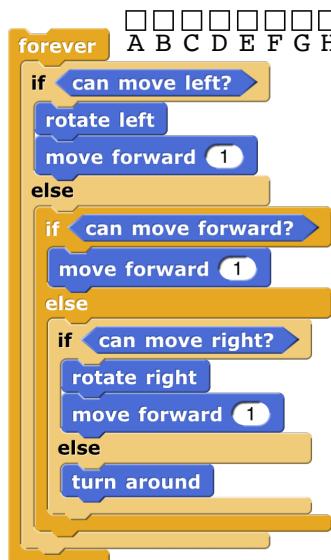
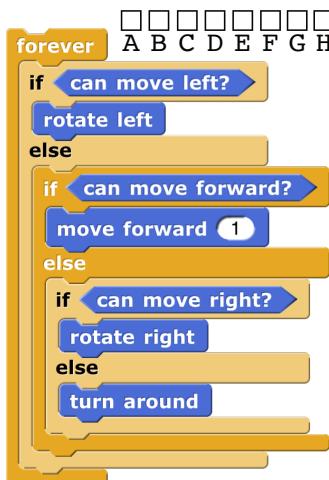
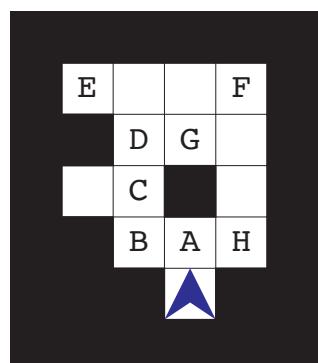
**Question 11:** A coin has two sides, labeled “1” and “2”. Consider the goal of simulating the results of flipping the coin *five* times, and displaying the *sum* from the five flips. Which of the following code segments will produce the appropriate results? Hint: Compare the # of ways there are of summing to 5 vs. 7... (select ONE)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pick random 5 to 10	$2 \times$ pick random 1 to 5	$5 \times$ pick random 1 to 2	None of the Above

**Question 12a-d:** どうもありがとうございます Mr. Roboto 2... (12=3+3+3+3 pts)

We tried to rewrite our midterm maze script to visit all the letters A-H in the maze.  
Here are our four attempts, let us know the letters they each visit.

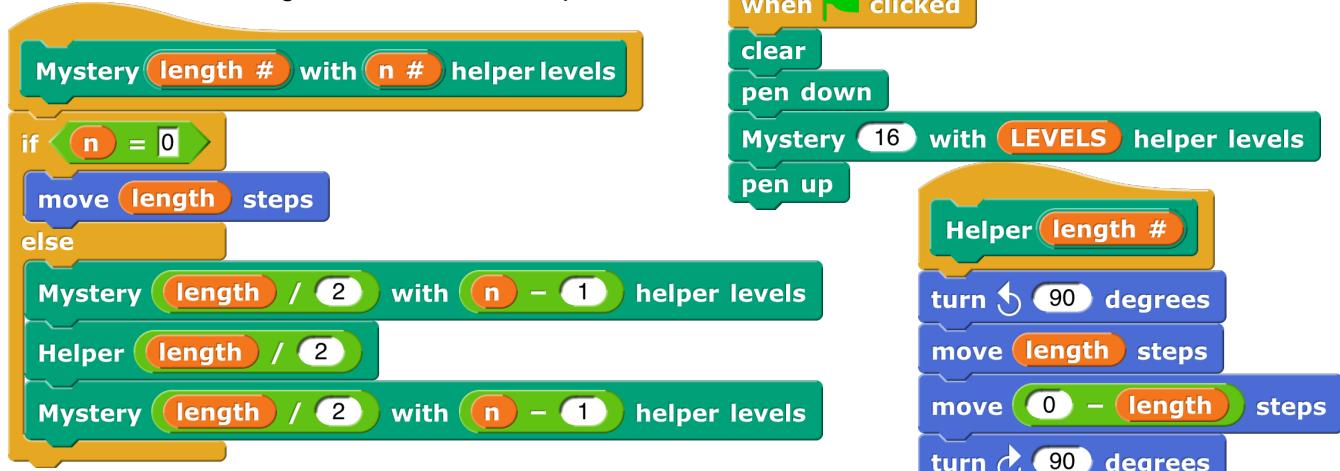
The robot moves <i>INPUT</i> squares forward in the direction it's facing.	The robot turns, in-place. {left = counterclockwise, right = clockwise, around = u-turn}	Reports true if the robot has a free square to its {left, front, right}; otherwise reports false. The last one reports true if can't move left, forward and right.



**Question 13a-c: Magical Mystery Tour, step right this way... (13 = 5+5+3 pts)**

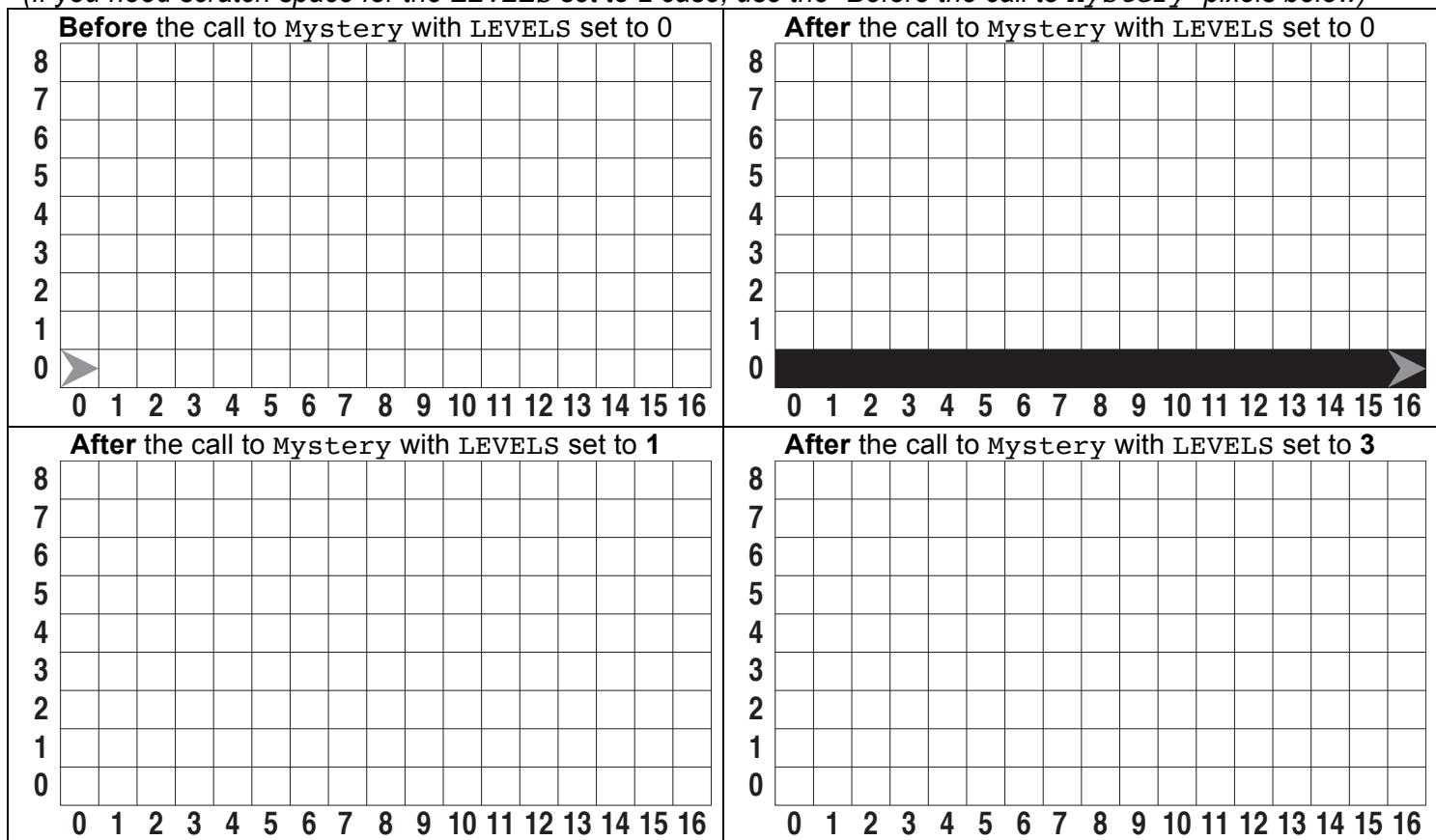
SID:

Consider the following two blocks and setup code:



We're now going to zoom in on pixels affected by calls to `Mystery`; the sprite always starts facing right in the lower left, and the pen is in the *center* of the sprite. The top two images are the pixels before and after a call to `Mystery` with `LEVELS` set to 0. Your job is to shade in (completely!) *all* the pixels that will be colored in after calls to `Mystery` with `LEVELS` set to 1 and 3; don't worry about drawing the location of the sprite at the end. (*If you need scratch space for the `LEVELS` set to 2 case, use the "Before the call to `Mystery`" pixels below*)

(If you need scratch space for the LEVELS set to 2 case, use the "Before the call to Mystery" pixels below)



We're told that it actually costs a *dollar* to fill in all the pixels drawn by Helper. Which expression best captures the cost (in dollars) for this call? (select ONE)

Mystery L with N helper levels

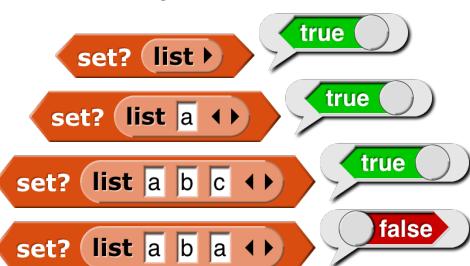
- |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> |
| L                     | $\frac{1}{2} * L$     | N                     | $\frac{1}{2} * N$     | $L * N$               | $\frac{1}{2} * L * N$ | $L^N$                 | $\frac{1}{2} * L^N$   | $N^L$                 | $\frac{1}{2} * N^L$   | None of these         |                       |                       |

### Question 14a-c: On your mark, get set?, go! (12 = 4+4+4 pts)

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Consider the problem of wanting to determine if a list is a *set* (i.e., every element is unique, there are no duplicates). What's wrong (if anything) with each of the following 3 attempts? (select ONE from each legend)

Example calls to *set?*



- A = it works fine.  
 B = It will cause an error or run forever.  
 C = It always returns *true*.  
 D = It always returns *false*.  
 E = If it's the empty list, *true*, otherwise it always returns *false*.  
 F = If it's the empty list, *false*, otherwise it always returns *true*.  
 G = If it's the empty list, *true*, otherwise it only returns whether the *first* element is in the list multiple times.  
 H = If it's the empty list, *true*, otherwise it only returns whether the *last* element is in the list multiple times.

Scratch script:

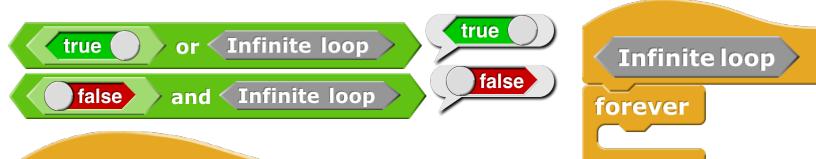
```

set? data : [A B C D E F G H]
if empty? data
  report true
else
  if all but first of data contains item 1 of data
    report false
  else
    report true
  end
end
report set? all but first of data

```

The script uses a *repeat* loop (500) with a *say* block containing the text "I will not throw paper airplanes in class." A cartoon illustration shows a teacher and a student; the teacher says "NICE TRY."

Note that **or** and **and** don't even *look* at their right input if the left input is **true** or **false**, respectively. Witness:



Scratch script:

```

set? data : [A B C D E F G H]
for each A of data
  for each B of data
    if A = B
      report true
    end
  end
end
report false

```

Scratch script:

```

set? data : [A B C D E F G H]
report
empty? data or
not all but first of data contains item 1 of data and
set? all but first of data

```

**Question 14d-e: On your mark, get set?, go! (15 = 12+3 pts)**

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Author a working set? block by choosing one from A, one from B, one from C.  
(select ONE from each)

A

script variables A B C

- set A ▾ to 0
- set A ▾ to 1
- set A ▾ to 2
- set A ▾ to length of data

B

- set B ▾ to occurrences of □ in data = A
- set B ▾ to occurrences of data in □ = A
- set B ▾ to occurrences of data in □ = A
- set B ▾ to occurrences of □ = A in data
- set B ▾ to not occurrences of □ in data = A
- set B ▾ to not occurrences of data in □ = A
- set B ▾ to occurrences of data in not □ = A
- set B ▾ to occurrences of not □ = A in data

C

- set C ▾ to empty? keep items such that B from data
- set C ▾ to empty? not keep items such that B from data
- set C ▾ to not empty? keep items such that B from data
- set C ▾ to not keep items such that B from data

occurrences of item in data :

report length of keep items such that item = □ from data

What is the running time of this set? block?

- Constant
- Logarithmic
- Linear
- Quadratic
- Exponential

(select ONE)

**Question 15a-f: Berkeley Python Flying Circus... (13 = 2+2+2+2+2+3 pts)**

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Interpreter fun! For each, choose ONE that best matches what would display on the next line.

>>> **S = "Berkeley"**

>>> **S[1:3]**

O    O    O    O    O

Be	Ber	erk	er	Error	None of these
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Note that some of the code might have bugs!  
We include "Error" and "None of these"  
in case the output is not what is expected.

>>> **[N \*\* 2 for N in range(4) if N != 2]**

O    O    O    O    O    O    O

[0,1,3]	[0,2,6]	[1,3,4]	[1,6,8]	[0,1,9]	[1,9,16]	Error	None of these
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>>> **".join([word[0] for word in "Univ of Calif at Davis" if not(len(word) == 2)])**

O    O    O    O    O    O

"UCD"	UCD	"oa"	oa	UoCaD	"UoCaD"	Error	None of these
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>>> **f1 = lambda x: x+x**

>>> **f2 = lambda y: y > "9"**

>>> **list(map(lambda f: f("10"), [f1, f2]))**

O    O    O    O    O    O    O    O

[20, True]	[1010,True]	["1010",True]	[20,False]	[1010,False]	["1010",False]	Error	None of these
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(there was some typing here, probably defining the **school** variable)

>>> **school**

"cal"

>>> **if school = "berkeley":**  
...     **print("go " + school)**  
... **else:**  
...     **print("not here")**

O    O    O    O    O    O    O

go berkeley	go cal	not here	"go berkeley"	"go cal"	"not here"	Error	None of these
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We're trying to make a histogram function that returns the count of every item in data, for example

**histogram([7,8,8,8,9])** → {7:1, 8:3, 9:1}.

Check the box for every syntax or logical error you find.

**define histogram(data):**  
     **D = {} ;;; empty histogram**  
     **foreach item in data:**  
         **if item in D:**  
             **D[item] = 0**  
         **else**  
             **D[item] = D[item] + 1**  
     **report D**

1. Explain the bugs with **histogram** in your own words.

