Monday Knowledge Quizzes — Brain Bank — Intelligent Interview Examiner — Chapter 6: Work 6

1. What is Schedulability in Rate Monotonic Analysis? What condition is sufficient?
a. The sum of the utilizations must exceed the number of processors.
b. The sum of the utilizations must equal 100% utilization exactly.
c. The sum of the utilizations must be less than or equal to the number of processors. But there are cases where a task set is not schedulable even if its total utilization is less than or equal to the number of processors.
d. The sum of the utilizations must be greater than the number of processors.

2. What is the Liu and Layland Bound, Schedulability? In the given Schedulability test, do all tasks complete their work before their deadlines? What condition?
a. None of the tasks.
b. When each task's execution time is less than its period, regardless of the number of tasks.
c. When total CPU utilization is less than the Liu and Layland bound.
d. When each task's execution time is less than its deadline, regardless of the number of tasks.

3. Why is the Rate Monotonic Scheduling Algorithm (RMS) considered optimal? What is the condition?
a. It assigns priorities randomly.
b. It assigns priorities based on deadlines, with earlier deadlines getting higher priority.
c. It assigns priorities based on execution times, with longer execution times getting higher priority.
d. It assigns priorities based on periods, with shorter periods getting higher priority.

4. When dealing with a system that combines hard and soft real-time tasks, which method is most appropriate?
a. Assign a very low priority to all soft real-time tasks, ensuring they only run when no hard real-time tasks are ready. This ensures that hard real-time tasks never miss their deadlines, but may cause significant delays or even starvation for soft real-time tasks.
b. Assign a very high priority to all soft real-time tasks, ensuring they always run before hard real-time tasks. This ensures that soft real-time tasks never miss their deadlines, but may cause hard real-time tasks to miss their deadlines.
c. Implement a dynamic priority scheduling algorithm, allowing the priorities of tasks to change based on their urgency.
d. Implement a round-robin scheduling algorithm, ensuring each task gets a fair share of the processor time, regardless of their deadlines.

5. What is Priority Inversion?
a. A method of assigning priorities to tasks based on their execution time.
b. A situation where a lower priority task blocks a higher priority task.
c. A method of synchronization.
d. Deadlock.

6. What is the Priority Inheritance Protocol? How does it differ from the Priority Ceiling Protocol?
a. The task inherits the priority of the resource it is trying to access. In the Priority Ceiling Protocol, a task inherits the priority of the highest priority task that may access the resource.
b. The task inherits the priority of the resource it is using. The Priority Ceiling Protocol assigns a fixed priority to each resource.
c. The task inherits the priority of the resource it is using. The Priority Ceiling Protocol assigns a fixed priority to each task.
d. The task inherits the priority of the resource it is using. The Priority Ceiling Protocol assigns a fixed priority to each resource, based on the priority of the highest priority task that may access the resource.

Multiple Choice Study Guide For Macbeth

Joacim Rocklöv

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Shakespeare for Young People Abigail Rokison-Woodall,2015-01-01 The search to find engaging and inspiring ways to introduce children and young adults to Shakespeare has resulted in a rich variety of approaches to producing and adapting Shakespeare s plays and the stories and characters at their heart Shakespeare for Young People is the only comprehensive overview of such productions and adaptations and engages with a wide range of genres including both British and American examples Abigail Rokison covers stage and screen productions shortened versions prose narratives and picture books including Manga animations and original novels The book combines an informative guide to these interpretations of Shakespeare discussed with critical analysis of their relative strengths It also includes extensive interviews with directors actors and writers involved in the projects discussed **Ready to Teach: Macbeth:A compendium of subject knowledge, resources and pedagogy** Amy Staniforth,Stuart Pryke,2020-10-23 What is the best approach for helping students to understand higher level concepts How can specific subject knowledge be implemented in lessons Ready to Teach Macbeth brings together the deep subject knowledge resources and classroom strategies needed to teach Shakespeare s tragic play for GCSE as well as the pedagogical theory behind why these ideas work helping teachers to deliver a knowledge rich curriculum with impact Each chapter contains lesson by lesson essays and commentaries that enhance subject knowledge on key areas of the text alongside fully resourced lessons reflecting current and dynamic best practice The book also offers an introduction to the key pedagogical concepts which underpin the lessons and why they are proven to help students develop powerful knowledge and key skills Whether you are new to teaching or looking for different ways into the text Ready to Teach Macbeth is the perfect companion to the study of the Scottish play Guided Cognition for Learning William B. Whitten II,Mitchell Rabinowitz,Sandra E. Whitten,2019-05-21 Guided Cognition for Learning Unsupervised Learning and the Design of Effective Homework details a new instructional design approach called Guided Cognition where homework tasks are designed to guide learners to engage in specific observable cognitive events that are hypothesized to elicit underlying theoretical cognitive processes that result in learning Outlining the results of twenty six experiments completed over the course of eight years the book tells a significant story about the generality of Guided Cognition instructional design to improve comprehension and recall by students of varying ages and ability levels Explains why unsupervised learning is a major part of education Reviews the history of homework in American education Shows that quality of homework is more important than quantity Illustrates how Guided Cognition designed homework improves learning for literature and mathematics Compares Guided Cognition to other types of instructional design Analyzes how the surface structure of Guided Cognition tasks relate to underlying psychological processes Discusses the effects of the internet on learning Presents applications that facilitate lifelong learning Includes an appendix of frames and guidelines for authoring Guided Cognition questions and tasks **Simplicity Rules** Jo Facer,2019-05-08 Teaching the best job in the world Yet

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