

(1)

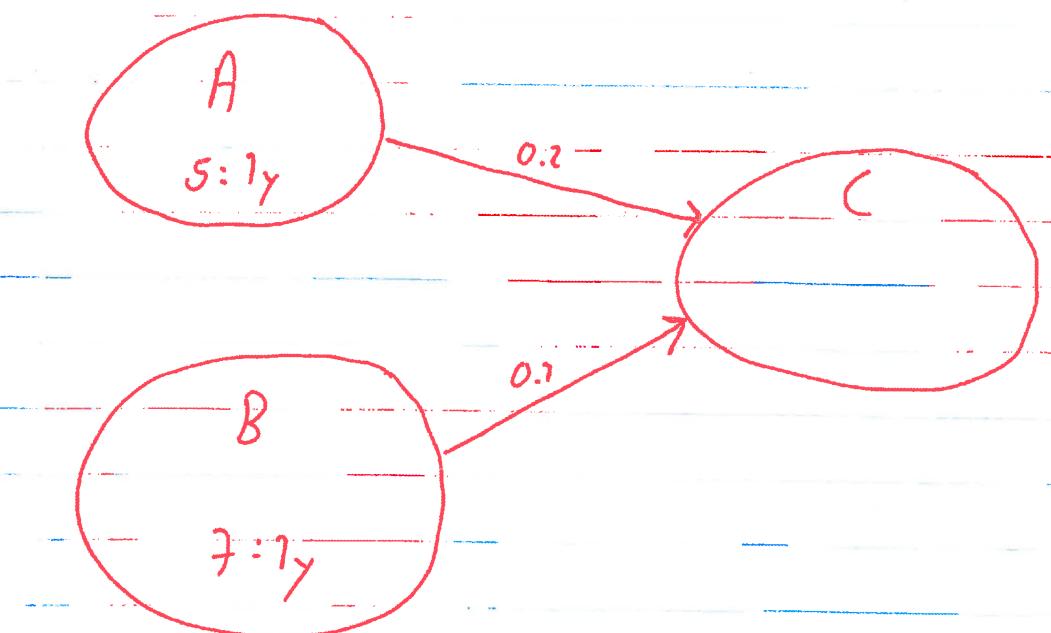
## Exercise I

- 1a) We can say that the frequency of "Malicious ..." is 10 times the frequency of "Servers infected ..."
- 1b) We can say that the frequency of "Servers infected ..." is at least 10% of the frequency of "Malicious ...".

(Z)

## Exercise I

We simplify Figure 2 into



2a)

(using the leadsto rule)

Using the rule for separate vertices we can deduce

$$A \sqcup B (5:1_y + 7:1_y) = A \sqcup B (12:1_y)$$

Under the assumption (that the diagram is complete we can deduce) that the frequency of C must be greater than

$$(12:1_y) \cdot 0.7 = 1,2:1_y$$

and smaller than

$$(12:1_y) \cdot 0.2 = 2,4:1_y$$

Alternatively, we can use the leadsto rule to deduce

(3)

$$\begin{aligned} A \sqcap C & (1:1_y) \\ B \sqcap C & (0.7:1_y) \end{aligned}$$

If we can convince ourselves that

$$A \sqcap C \text{ and } B \sqcap C$$

are separate then we know that

$$C (1.7:1_y)$$

Under the assumption that the diagram is complete. Otherwise, we know that  $1.7:1_y$  is an upper bound.

If we do not know whether they are separate.

Hence, given completeness it follows that  $C$  occurs more often than 1.2 per year and less than or equal to 1.7 per year.

If it is not complete then 1.7 per year is a lower bound.

2b)

It is inconsistent if the diagram is complete; consistent otherwise

2c)

Same as for 2b)

(4)

## Exercise 11

1a) Sometimes

1b) Sometimes  $\cdot 0.1 =$ 

$$[10 : 1_y, 1 : 1_y] \cdot 0.1 =$$

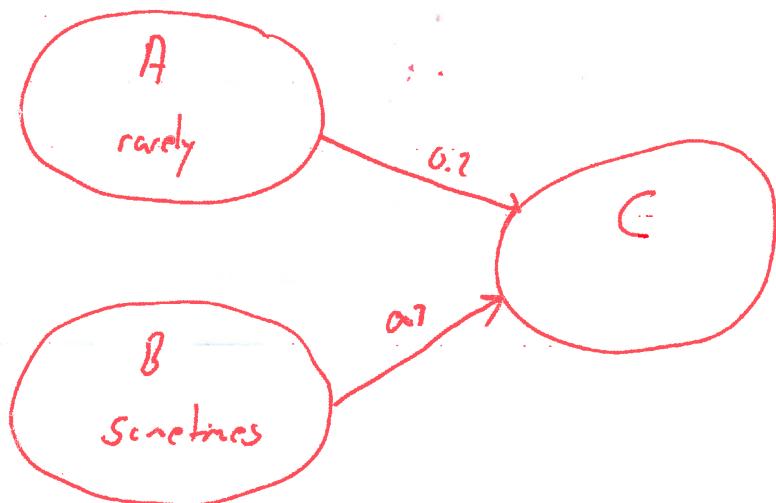
$$[1 : 1_y, 0.1 : 1_y] =$$

Seldom

(5)

## Exercise 11

We simplify Figure 4 into



2a) Using interval arithmetic we get

$$A \sqcup B (\text{ rarely + sometimes }) =$$

$$[1:100Y - 0] + [10:1Y \dots 1:1Y] =$$

$$[10,001 : 100Y - 1:1Y]$$

$$A \sqcap C (\text{ rarely } \cdot 0.2) =$$

$$[1:100Y - 0] \cdot 0.2 = [0.2 : 100Y - 0]$$

$$B \sqcap C (\text{ sometimes } \cdot 0.1) =$$

$$[10:1Y, 1:1Y] \cdot 0.1 = [1.1Y, 0.1 \cdot 1Y]$$

We may then argue as for 2a) under Exercise 1

2b) No, this would make the diagram inconsistent independent of whether it is complete or not.