0 (a) Motivation and Plan

0 (b) Administrative Issues

0 (c) A case study of a safety-critical system failing

0 (d) Lessons to be learned

0 (e) Two Aspects of Critical Systems

0 (f) Race Conditions

0 (g) Literature
0 (a) Motivation and Plan

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0 (f) Race Conditions

0 (g) Literature
Definition

**Definition:** A **critical system** is a

- computer, electronic or electromechanical system
- the failure of which may have serious consequences, such as
  - substantial financial losses,
  - substantial environmental damage,
  - injuries or death of human beings.

**Notation:** When defining something, what is defined is denoted by **green colour and curly underlining**.
Three Kinds of Critical Systems.

- **Safety-critical systems.**
  - Failure may cause injury or death to human beings or substantial environmental harm.
  - Main topic of this module.

- **Mission-critical systems.**
  - Failure may result in the failure of some goal-directed activity.

- **Business-critical system.**
  - Failure may result in the failure of the business using that system.
Examples of Critical Systems

- **Safety-Critical**
  - Medical Devices.
  - Aerospace
    - Civil aviation.
    - Military aviation.
    - Manned space travel
  - Chemical Industry.
  - Nuclear Power Stations.
  - Traffic control.
    - Railway control system.
    - Air traffic control.
    - Road traffic control (esp. traffic lights).
    - Automotive control systems.
  - Other military equipment.
Examples of Critical Systems (Cont.)

- **Mission-critical**
  - Navigational system of a space probe.
Examples of Critical Systems (Cont.)

- **Business critical**
  - Customer account system in a bank.
  - Online shopping cart.
  - Areas where secrecy is required.
    - Defence.
    - Secret service.
    - Sensitive areas in companies.
  - Areas where personal data are administered.
    - Police records.
    - Administration of data of customers.
    - Administration of student marks.
Failure of a Critical System
Primary vs. Secondary

There are 2 kinds of safety critical software.

- **Primary safety-critical software.**
  - Software embedded as a controller in a system.
  - Malfunction causes hardware malfunction, which results directly in human injury or environmental damage.
Primary vs. Secondary

Secondary safety-critical software.

- Software indirectly results in injury.
- E.g. software tools used for developing safety critical systems.
  - Malfunction might cause bugs in critical systems created using those tools.
- Medical databases.
  - A doctor might make a mistake because of
    - wrong data from such a database,
    - data temporarily not available from such such a database in case of an emergency.
Learning outcome:

- Familiarity with issues surrounding safety-critical systems, including
  - legal issues,
  - ethical issues,
  - hazard analysis,
  - techniques for specifying and producing high integrity software.
- Understanding of techniques for specifying and verifying high-integrity software.
- Familiarity with and experience in applying programming languages suitable for developing high-integrity software for critical systems (e.g. SPARK Ada).
0. Introduction, overview.
1. Programming languages for writing safety-critical software.
2. SPARK Ada.
3. Safety criteria.
4. Hazard and risk analysis.
5. The development cycle of safety-critical systems.
6. Fault tolerance.
7. Verification, validation, testing.
0 (a) Motivation and Plan

0 (b) Administrative Issues

0 (c) A case study of a safety-critical system failing

0 (d) Lessons to be learned

0 (e) Two Aspects of Critical Systems

0 (f) Race Conditions

0 (g) Literature
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Two Versions of this Module

- There are 2 Versions of this Module:
  - **Level 3** Version:
    - *CS_313 High Integrity Systems*.
    - 100% exam.
  - **Level M** Version (MSc, MRes and 4th year):
    - *CS_M13 Critical Systems*.
    - 80% exam.
    - 20% coursework.
    - The coursework consists of one report.

- I usually refer to this module as “Critical Systems”. 
Goal of the report is to explore one aspect of critical systems in depth.
As for all coursework, rules concerning plagiarism have to be obeyed.

- Text coming from other sources has to be flagged as such (best way is to use quotation marks) and the source has to be cited precisely.
- The same applies to pictures, diagrams etc.
3 Groups of Report Topics (CS-M13 only)

1. **More essay-type topics.**
   
   ▶ Suitable for those who are good at writing.

2. **Technically more demanding topics** in the area of formal methods.
   
   ▶ Suitable for those who are good in mathematics/logic.

3. **Writing, specifying or verifying** a toy example of a critical system in one of a choice of languages.
   
   ▶ Suitable for those with interest in programming.
There might be some lack of literature, and the library has a limited stock of books in this area.

Please share books amongst you.
Home Page of the Module

- Slides and any material distributed in this lecture will be made available on blackboard.
- There is as well a homepage on which some links occur and a public accessible version of the slides will be made available.
- The homepage is at http://www.cs.swan.ac.uk/~csetzer/lectures/critsys/14/index.html
- Errors in the notes will be corrected on the slides continuously and noted on the list of errata.
- The homepage contains as well additional material for each section of the module (not available on blackboard).
- The additional material is not required for the exam. Most of this is material which has been taught previously but has been omitted in order to make this lecture more lightweight.
0 (a) Motivation and Plan

0 (b) Administrative Issues

0 (c) A case study of a safety-critical system failing

0 (d) Lessons to be learned

0 (e) Two Aspects of Critical Systems

0 (f) Race Conditions

0 (g) Literature
Åsta Train Accident (January 5, 2000)

Report from November 6, 2000
http://odin.dep.no/jd/norsk/publ/rapporter/aasta/
A case study of a safety-critical system failing
A case study of a safety-critical system failing

Figur 3.5: Rørosbanen Hamar-Støren med stasjoner, regiongrenser og grense mellom de områder togledersentralen overvåker
Kartnynlign: Jernbaneverket

24
Figure 2-3: Rudstad station track layout
Sequence of Events

75 persons on board express

10 persons on board local

Road crossing

Rena  green red?

Rudstad

Road crossing
Sequence of Events

- Railway with **one track** only. Therefore, **crossing of trains only at stations possible**.
- According to timetable crossing of trains at Rudstad.
Sequence of Events

- Train 2302 is 21 minutes behind schedule. When reaching Rena, delay is reduced to 8 minutes. Leaves Rena after a stop with green exit signal 13:06:15, in order to cross 2369 at Rudstad.

Rena
Train 2302
75 passengers

Rudstad
Train 2369
10 passengers
Sequence of Events

- Train 2302 leaves Rena at 13:06:17.
  - 75 passengers.

- Train 2369 leaves Rudstad 2 seconds after train 2302 left, 3 minutes ahead of timetable, probably in order to cross 2302 at Rena.
  - 10 passengers.
Sequence of Events

- Local train shouldn’t have had green signal.
- **13:07:22** Alarm signalled to the rail traffic controller (no audible signal).
- Rail traffic controller sees alarm approx. **13:12**.
Sequence of Events

- Traffic controller couldn’t warn trains, because of use of mobile telephones (the correct telephone number hadn’t been passed on to him).
- Trains collide 13:12:35, 19 persons are killed.
A case study of a safety-critical system failing

Figur 3.12: De to togsettene etter at brannen var slokket
Foto: Politiet/Kripos

Figur 3.13: Motorvogn, lokomotiv, vogn nr. 3 og nr. 2 etter at brannen var slokket
Foto: Politiet/Kripos
Investigations

- No technical faults of the signals found.
- Train driver was not blinded by sun.
- **Four incidents** of wrong signals with similar signalling systems reported:
  - Exit signal green and turns suddenly red. Traffic controller says, he didn’t give an exit permission.
  - Hanging green signal.
  - Distant signal green, main signal red, train drives over main signal, and pulls back. Traffic controller surprised about the green signal.
Investigations

- **18 April 2000** (after the accident): Train has green exit signal. When looking again, notices that the signal has turned red. Traffic controller hasn’t given exit permission.

- Several safety-critical deficiencies in the software found (some known before!)

- The software used was entirely replaced.
SINTEF (Foundation for Scientific and Industrial Research at the Norwegian Institute of Technology) found no mistake leading directly to the accident.

**Conclusion of SINTEF:** No indication of abnormal signal status.  
⇒ Mistake of train driver (died in the accident).  
(Human Error).

- Assessment of report by **Railcert**
  - Criticism: SINTEF was only looking for single cause faults, not for multiple causes.
Conclusion

- It is possible that the train driver of the local train was driving against a red signal.
- The fact that he was stopping and left almost at the same time as the other train and 3 minutes ahead of time, makes it likely that he received an erroneous green exit signal due to some software error.

It could be that the software under certain circumstances when giving an entrance signal into a block, for a short moment gives the entrance signal for the other side of the block.
Conclusion (Cont.)

▶ Even if this particular accident was not due to a software error, apparently this software has several safety-critical errors.

▶ In the protocol of an extremely simple installation (Brunna, 10 km from Uppsala), which was established 1957 and exists in this form in 40 installations in Sweden, a safety-critical error was found when verifying it with a theorem prover formally 1997.

▶ Lots of other errors in the Swedish railway system were found during formal verification.

▶ Lecturer is together with PhD/MRes students involved in an industrial project on verification of railway systems.
0 (a) Motivation and Plan

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0 (d) Lessons to be learned

0 (e) Two Aspects of Critical Systems

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0 (g) Literature
Lessons to be Learned

A **sequence of events** has to happen in order for an accident to take place.
Events Leading to an Accident

- Preliminary events.
  = events which influence the initiating event. Without them the accident cannot advance to the next step (initiating event).

In the main example:
- Express train is late. Therefore crossing of trains first moved from Rudstad to Rena.
- Delay of the express train reduced. Therefore crossing of trains moved back to Rudstad.
Lessons to be Learned (Cont.)

- **Initiating event, trigger event.**
  Mechanism that causes the accident to occur.
  In the main example:
  - Both trains leave their stations on crash course, maybe caused by both trains having green signals.
Events Leading to an Accident

- **Intermediate events.** Events that may propagate or ameliorate the accident.
  - **Ameliorating events** can prevent the accident or reduce its impact.
  - **Propagating events** have the opposite effect.
- When designing safety critical systems, **one should**
  - **avoid triggering events**
    - if possible by using several independent safeguards,
  - add additional safeguards, which **prevent a triggering event from causing an accident** or reduces its impact.
Goal of investigations of accidents usually concentrates on legal aspects.
  - Who is guilty for the accident?

If one is interested in preventing accidents from happening, one has to carry out a more thorough investigation.
  - Often an accident happens under circumstances, in which an accident was bound to happen eventually.
  - It doesn’t suffice to try to prevent the trigger event from happening again.
  - Problem with safety culture might lead to another accident, but that will probably be triggered by something different.
Causal Factors

We consider a three-level model (Leveson [Le95], pp. 48 – 51) in order to identify the real reasons behind accidents.

- **Level 1: Mechanisms, Chain of events.**
  - Described above.

- **Level 2: Conditions,** which allowed the events on level 1 to occur.

- **Level 3: Conditions and Constraints,**
  - that allowed the conditions on the second level to cause the events at the first level, e.g.
    - Technical and physical conditions.
    - Social dynamics and human actions.
    - Management system, organisational culture.
    - Governmental or socioeconomic policies and conditions.
Root Causes

- Problems found in a Level 3 analysis form the root causes.
  - Root causes are weaknesses in general classes of accidents, which contributed to the current accident but might affect future accidents.
  - If the problem behind a root cause is not fixed, almost inevitably an accident will happen again.
  - Many examples, in which despite a thorough investigation the root cause was not fixed, and the accident happened again.
Root Causes

- Example: DC-10 cargo-door saga.
  - Faulty closing of the cargo door caused collapsing of the cabin floor.
  - One DC-10 crashed 1970, killing 346 people.
    - DC-10 built by McDonnell-Douglas.
  - As a consequence a fix to the cargo doors was applied.
  - The root cause, namely the collapsing of the cabin floor when the cargo door opens, wasn’t fixed.
  - 1972, the cargo door latch system in a DC-10 failed, the cabin floor collapsed, and only due to the extraordinary skillfulness of the pilot the plane was not lost.
Level 2 Conditions

- **Level 1 Mechanism:** The driver *left* the station *although the signal should have been red.*

Caused by **Level 2 Conditions:**

- The local train might have had for short period a green light, caused by a software error.
Level 2 Conditions

- **Level 1 Mechanism:** The local train *left early.*
  
  Caused by **Level 2 Conditions:**
  
  - Might have been caused by the train driver *relying on his watch* (which might go wrong), and not on an official clock.
Level 2 Conditions

- **Level 1 mechanism:** The local train **drove over a possibly** at that moment **red light**.

Caused by **Level 2 condition:**

- There was no ATP (automatic train protection) installed, which stops trains driving over a red light.
Level 1 mechanism: The traffic controller didn’t see the control light.
Caused by Level 2 conditions:
  ▶ Control panel was badly designed.
  ▶ A visual warning signal is not enough, in case the system detects a possible collision of trains.
Level 2 Conditions (Cont.)

- **Level 1 mechanism**: The rail controller *couldn’t warn the driver*, since he didn’t know the mobile telephone number.

Caused by **level 2 conditions**:
- Reliance on a mobile telephone network in a safety critical system. This is extremely careless:
  - Mobile phones often fail.
  - The connections might be overcrowded.
  - Connection to mobiles might not work in certain areas of the railway network.
- The **procedure for passing on the mobile phone numbers was badly managed**.
Level 2 Conditions (Cont.)

- **Level 1 mechanism:** A severe fire broke out as a result of the accident. 
  Caused by **Level 2 condition:**
  - The **fire safety of the train engines** was not very good.
Cost-cutting precedes many accidents.
- Difficult, to maintain such a small railway line.
- Resulting cheap solutions might be dangerous.
- The railway controller had too much to do and was **overworked**.

**Flaws in the software.**
- Software **wasn’t written according to the highest standards**.
- Control of railway signals is a safety-critical system and should be designed with high level of integrity.
- Very difficult to write correct protocols for distributed algorithms.
- Need for **verified design** of such software.
Level 3 Constraints and Conditions

Poor human-computer interface at the control panel.

- Typical for lots of control rooms.
  - Known problem for many nuclear power stations.
  - In the accident at the Three Mile Island nuclear power plant at Harrisburg, (a loss-of-coolant accident which costed between 1 billion and 1.86 billion US-$)
    - there were lots of problems in the design of the control panel that lead to human errors in the interpretation of the data during the accident;
    - one of the key indicators relevant to the accident was on the back of the control panel.
Criticality of the design of human computer interfaces in control rooms is not yet sufficiently acknowledged.

- Example: Problems with the UK air traffic control system, which are sometimes difficult to read.
- In case of an accident, the operator will be blamed.
Level 3 Constraints and Conditions

- **Overconfidence in ICT.**
  - Otherwise one wouldn’t have used such a badly designed software.
  - Otherwise one wouldn’t have simply relied on the mobile phones – at least a special agreement with the mobile phone companies should have been set up.
Level 3 Constraints and Conditions

- **Flaws in management practices.**
  - No protocol for dealing with mobile phone numbers.
  - No mechanism for dealing with incidents.
  - Incidents had happened before, but were not investigated.
    - A mechanism should have been established to thoroughly investigate them.
  - Most accidents are preceded by incidents, which are not taken seriously enough.
Lessons to be Learned

▶ Usually at the end of an investigation conclusion “human error”.
▶ **Uncritical attitude towards software:**
  The architecture of the software was investigated but no detailed search for a bug was done.
▶ Afterwards, **concentration on trigger events**, but not much attention to preliminary and intermediate events – root cause often not fixed.
▶ Most failures of safety-critical systems were caused by **multiple failures**.
▶ **Incidents precede accidents.**
  ▶ If one doesn’t learn from incidents, eventually an accident will happen.
0 (a) Motivation and Plan

0 (b) Administrative Issues

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0 (e) Two Aspects of Critical Systems

0 (f) Race Conditions

0 (g) Literature
(1) Software engineering Aspect

- Safety-critical systems are very complex – System aspect.
  - Software, which includes parallelism.
  - Hardware.
    - Might fail (light bulb of a signal might burn through, relays age).
    - Have to operate under **adverse conditions** (low temperatures, rain, snow).
- Interaction with **environment**.
- **Human-computer interaction**.
- **Protocols** the operators have to follow.
(1) Software engineering Aspect (Cont.)

- **Training** of operators.
- **Cultural habits.**

For dealing with this, we need to look at aspects like

- **Methods for identifying hazards** and measuring risk (HAZOP, FMTA etc.)
- **Standards.**
- **Documentation** (requirements, specification etc.)
- **Validation and verification.**
- **Ethical and legal aspects.**

Based on **techniques used in other engineering disciplines** (esp. chemical industry, nuclear power industry, aviation).
(2) Tools for writing correct software

- Software bugs can not be avoided by careful design.
  - Especially with distributed algorithms.
- Need for verification techniques using **formal methods**.
- **Different levels of rigour:**
  1. Application of formal methods **by hand**, without machine assistance.
  2. Use of **formalised specification languages with some mechanised support tools**.
  3. Use of **fully formal specification languages with machine assisted or fully automated theorem proving**.
However, such methods don’t replace software engineering techniques.

- Formal methods idealise a system and ignore aspects like hardware failures.
- With formal methods one can show that some software fulfils its formal specification. But checking that the specification is sufficient in order to guarantee safety cannot be done using formal methods.
0 (a) Motivation and Plan

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0 (f) Race Conditions

0 (g) Literature
Race Conditions

- When investigating the Åsta train accident, it seems that race conditions could have been the technical reason for that accident.
- Race conditions occur in programs which have several threads.
- An well-known studied example of problems with race conditions is the Therac-25.
  - The Therac-25 was a computer-controlled radiation therapy machine, which 1985 – 1987 overdosed massively 6 people.
  - There were many more incidents.
Two of the threads in the Therac 25 were:

- The **keyboard controller**, which controls data entered by the operator on a terminal.
- The **treatment monitor**, which controls the treatment.

The data as received by the keyboard controller was passed on the treatment monitor using **shared variables**.
Threads:
- Keyboard Controller.
- Treatment Monitor.
  ▶ It was possible that
    ▶ the operator enters data,
    ▶ the keyboard controller signals to the treatment monitor that data entry is complete,
    ▶ the treatment monitor checks the data and starts preparing a treatment,
    ▶ the operator changes his data,
    ▶ the treatment monitor never realises that the data have changed, and therefore never checks them,
    ▶ but the treatment monitor uses the changed data, even if they violate the checking conditions.
Problems with Concurrency

- Complete story of the Therac-25 is rather complicated.
- In general, we have here an example of having several threads, which have to communicate with each other.
  - Note that the concurrency between the user interface and the main thread might be ignored in a formal verification.

⇒ Limitations of formal verification and need to take into account the systems aspect.
Race Conditions

- Although in the Therac-25 case there was no problem of race conditions in a strict sense (it was a lack of fully communicating changes by one thread to another thread), when designing systems with concurrency one has to be aware of the possibility of race conditions.

- Problems with race conditions are very common in critical systems, since most critical systems involve some degree of concurrency.
Race Conditions

- **Race conditions** occur if two threads share the same variable.

- Typical scenario is if we have an array `Queue` containing values for tasks to be performed, plus a variable `next` pointing to the first free slot:

  ```
  Queue: Task1 | Task2 | Task3 | Free | ...  
        ↑      next
  ```
Race Conditions

Queue: Task1 | Task2 | Task3 | Free | ...  
next

- Assume two threads:
  - Thread 1:  line 1.1: Queue[next]= TaskThread1;
               line 1.2: next := next + 1;
  - Thread 2:  line 2.1: Queue[next]= TaskThread2;
               line 2.2: next := next + 1;
- Assume that after line 1.1, Thread 1 is interrupted, Thread 2 executes line 2.1 and line 2.2, and then Thread 1 executes line 1.2.

**Remark:** When repeating text from a previous slide, we denote it in orange colour.
Race Conditions

Queue: Task1 | Task2 | Task3 | Free | ...

next

Thread 1
line 1.1: Queue[next] = TaskThread1;
line 1.2: next := next + 1;

Thread 2
line 2.1: Queue[next] = TaskThread2;
line 2.2: next := next + 1;

Execution: 1.1 → 2.1 → 2.2 → 1.2.

Let next~ be the value of next before this run and write next for its value after this run.

Queue[next~+1] = previous value of Queue[next~+1] (could be anything).
next = next~+2.
Race Conditions

Queue: Task1 | Task2 | Task3 | Free | ...

next

Thread 1
line 1.1: Queue[next] = TaskThread1;
line 1.2: next := next + 1;

Thread 2
line 2.1: Queue[next] = TaskThread2;
line 2.2: next := next + 1;

Problem: In most test-runs Thread 1 will not be interrupted by Thread 2.
  ▶ It’s difficult to detect race conditions by tests.
  ▶ It’s difficult to debug programs with race conditions.
Critical Regions

- **Solution** for the race conditions.
  - Form groups of shared variables between threads, such that variables in different groups can be changed independently without affecting the correctness of the system, i.e. such that different groups are **orthogonal**.
    - In the example Queue and next must belong to the same group, since next cannot be changed independently of Queue.
    - However, we might have a similar combination of variables Queue2/next2, which is independent of Queue/next. Then Queue2/next2 forms a second group.
Critical Regions

- Lines of code involving shared variables of one group are critical regions for this group.
  - A **critical region for a group** is a sequence of instructions for a thread reading or modifying variables of this group, such that if during the execution of these instructions one of the variables of the same group is changed by another thread, then the system might reach a state which results in incorrect behaviour of the system.

- Critical regions for the same group of shared variables have to be **mutually exclusive**.
## Critical Regions

<table>
<thead>
<tr>
<th>Queue: Task1</th>
<th>Task2</th>
<th>Task3</th>
<th>Free</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>next</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thread 1  
line 1.1: Queue[next] = TaskThread1;
line 1.2: next := next + 1;

Thread 2  
line 2.1: Queue[next] = TaskThread2;
line 2.2: next := next + 1;

- Line 1.1/1.2 and line 2.1/2.2 are critical regions for this group.
- When starting line 1.1, thread 1 enters a critical region for Queue/next.
Critical Regions

Queue: Task1 | Task2 | Task3 | Free | ...

next

Thread 1
line 1.1: Queue[next] = TaskThread1;
line 1.2: next := next + 1;

Thread 2
line 2.1: Queue[next] = TaskThread2;
line 2.2: next := next + 1;

▶ Before it has finished line 1.2, it is not allowed to switch to any thread with the same critical region, e.g. line 2.1/2.2 of thread 2.

▶ But it is not a problem to interrupt Thread 1 between line 1.1/1.2 and to change variables, which are independent of Queue/next.
Synchronised

- In Java achieved by keyword synchronized.
- A method, or block of statements, can be synchronised w.r.t. any object.
- Two synchronised blocks of code/methods, which are synchronised w.r.t. the same object, are mutually exclusive.
- But they can be interleaved with code of any other code, which is not synchronised w.r.t. the same object.
- Non-static code, which is synchronised without a specifier, is synchronised w.r.t to the object it belongs to.
- Static code, which is synchronised without a specifier, is synchronised w.r.t to the class it belongs to.
### Synchronisation in the Example

<table>
<thead>
<tr>
<th>Queue</th>
<th>Task1</th>
<th>Task2</th>
<th>Task3</th>
<th>Free</th>
<th>…</th>
</tr>
</thead>
<tbody>
<tr>
<td>next</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The example above corrected using Java-like pseudo code is as follows:

```java
Thread 1   synchronized(Queue){
    Queue.Queue[Queue.next]= TaskThread1;
    Queue.next := Queue.next + 1;
}

Thread 2   synchronized(Queue){
    Queue.Queue[Queue.next]= TaskThread2;
    Queue.next := Queue.next + 1;
}
```
Possible Scenario for Railways

- The following is a highly simplified scenario:

<table>
<thead>
<tr>
<th>Signal 1 →</th>
<th>← Signal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train1 →</td>
<td>Segment 1</td>
</tr>
</tbody>
</table>

- Thread Train 1:
  
  if (not segment1_is_blocked) {
    signal1 := green;
    segment1_is_blocked:= true;
  }

- Thread Train 2:
  
  if (not segment1_is_blocked) {
    signal2 := green;
    segment1_is_blocked:= true;
  }
Possible Scenario for Railways

Signal 1 → Segment 1 ← Signal 2

Train1 → Segment 1 ← Train2

Train1
1.1: if (not segment1_is_blocked) {
    1.2: signal1 := green;
    1.3: segment1_is_blocked:= true;
}

Train2
2.1: if (not segment1_is_blocked) {
    2.2: signal2 := green;
    2.3: segment1_is_blocked:= true;
}

▸ If not synchronised, one might execute

1.1 → 2.1 → 1.2 → 1.3 → 2.2 → 2.3

This sequence results in signal1 and signal2 being green.
Possible Scenario for Railways

- If one has a checker, it might recognise later the problem and repair it, but still for some time both trains have green light.

- The above scenario is of course too simple to be realistic, but one can imagine a more complicated variant of the above going on hidden in the code.

- Problems of this nature could be one possible reason, why in the system used in Norway it sometimes happened that a signal switched for a short moment to green.
0 (a) Motivation and Plan

0 (b) Administrative Issues

0 (c) A case study of a safety-critical system failing

0 (d) Lessons to be learned

0 (e) Two Aspects of Critical Systems

0 (f) Race Conditions

0 (g) Literature
In general, the module is self-contained.

In the following a list of books, which might be of interest, if you later have to study critical systems more intensively, or for your report.
Main Course Literature

- **Main course book:**
  

- **Additional Overview Texts**
  
  
  Intended as a short book for engineers from all engineering disciplines.
  

  
  Concise and nice overview over software engineering aspects of safety-critical systems.
Since this lecture is heavily based on the book by Neil Storey [St96], a lot of material in these slides is taken from that book.
Additional Overview Texts

Concentrates mainly on human and sociological aspects. More advanced book, but sometimes used in this module.
The following book recommendations are more intended, if you need literature for your reports, need later literature when working in industry on critical systems.

Gives as well an overview over various disciplines involved in this area.
Further General Books

A report on a lot of (100?) accidents and incidents of critical errors in software.

Advanced book on the design of general dependable computer systems.

Book for electrical engineers, who want to design reliable systems.
Books on Reliability Engineering

- **Reliability engineering** uses probabilistic methods in order to determine the degree of reliability required for the components of a system.


Further General Books

- **HAZOP and FMEA** are techniques for identifying hazards in systems.


Further General Books

- **Software testing techniques.**


Formal Methods

- **Overview Books.**

  Overview over formal methods for designing reliable software.

  General introduction into formal methods.
Formal Methods Used in Industry

- **Z.** Industrial standard method for specifying software.


Formal Methods Used in Industry

- **B-Method.** Developed from Z. Becoming the standard for specifying critical systems.


- **Event-B.** Successor of B-Method by the developer of the B-method. However, many people in industry stay with B-method.

Formal Methods Used in Industry

- **SPARK-Ada**, a subset of the programming language Ada, with proof annotations in order to develop secure software. Developed and used in industry.


Formal Methods Used in Industry

- **Model checking**, used for automatic verification, especially of hardware.

Very thorough overview over this method.

Introduction to logic for computer science students. Has a nice chapter on model checking.