
Data Representation

Interpreting bits to give them meaning

Part 2: Hexadecimal and Practical Issues

Notes for CSC 100 - The Beauty and Joy of Computing
The University of North Carolina at Greensboro

Class Reminders

For this week:

- Assignment 1 due Friday (10:00am)
- Review Lab 3 solutions (in Blackboard)
- ***Do the Pre-Lab reading for Lab 4*** (really!)

For the not-so-distant future:

- *Blown to Bits* Chapter 2 - reflection due Tues, Sept 17 (10:00am)

From Last Time...

Key points from "Data Representation, Part 1":

- A number is an abstract idea
- Anything you can point at or write down is a *representation* of a number
- Lots of different representations for the same number:
 - Written in decimal notation (what we're most familiar with)
 - Written in roman numerals (e.g., 6 is the same as VI)
 - Written as a set of "tick marks" (e.g., 6 is the same as IIIIII)
 - Written in binary (e.g., 6 is the same as 1102)
 - As a sequence of voltages on wires
- Computers work with binary because switches are off or on (0 or 1)
- Converting between number bases doesn't change the number, just chooses a different representation

Hexadecimal - another useful base

Hexadecimal is base 16.

How do we get 16 different digits? Use letters!

Hexadecimal digits (or "hex digits" for short):

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F

Counting - now our odometer has 16 digits:

0_{16} (= 0_{10})	6_{16} (= 6_{10})	C_{16} (= 12_{10})	12_{16} (= 18_{10})	...
1_{16} (= 1_{10})	7_{16} (= 7_{10})	D_{16} (= 13_{10})	13_{16} (= 19_{10})	
2_{16} (= 2_{10})	8_{16} (= 8_{10})	E_{16} (= 14_{10})	14_{16} (= 20_{10})	
3_{16} (= 3_{10})	9_{16} (= 9_{10})	F_{16} (= 15_{10})	15_{16} (= 21_{10})	
4_{16} (= 4_{10})	A_{16} (= 10_{10})	10_{16} (= 16_{10})	16_{16} (= 22_{10})	
5_{16} (= 5_{10})	B_{16} (= 11_{10})	11_{16} (= 17_{10})	17_{16} (= 23_{10})	

Hexadecimal/Decimal Conversions

Conversion process is like binary, but base is 16

Problem 1: Convert 423_{10} to hexadecimal:

$423/16 =$ quotient 26, remainder 7 (= 7_{16})

$26/16 =$ quotient 1, remainder 10 (= A_{16})

$1/16 =$ quotient 0, remainder 1 (= 1_{16})

- Reading digits bottom-up: $423_{10} = 1A7_{16}$

Problem 2: Convert $9C3_{16}$ to decimal:

Start with first digit, 9

$9 \cdot 16 + 12 = 156$

$156 \cdot 16 + 3 = 2499$

- Therefore, $9C3_{16} = 2499_{10}$

Hex Digit List

$0_{16} = 0_{10}$
 $1_{16} = 1_{10}$
 $2_{16} = 2_{10}$
 $3_{16} = 3_{10}$
 $4_{16} = 4_{10}$
 $5_{16} = 5_{10}$
 $6_{16} = 6_{10}$
 $7_{16} = 7_{10}$
 $8_{16} = 8_{10}$
 $9_{16} = 9_{10}$
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 $E_{16} = 14_{10}$
 $F_{16} = 15_{10}$

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Your turn! Convert:

$103_{10} =$ _____₁₆

$247_{10} =$ _____₁₆

$952_{10} =$ _____₁₆

$3C_{16} =$ _____₁₀

$B9_{16} =$ _____₁₀

$357_{16} =$ _____₁₀

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 $F_{16} = 15_{10}$

Remember....

Don't get lost in the details and manipulations:

Any base is a representation of an abstract number

We are interested in working with the number, and computations are not "in a base" - the base is only useful for having it make sense to us or the computer

Practice!

You should be able to convert from one base to another.

Lots of ways to practice:

- By hand: Pick a random number convert to binary and convert back - did you get the same value?
 - This isn't foolproof. You could have made two mistakes!
- With a calculator: Many calculators (physical and software) do base conversion - check your randomly selected conversions.
- With a web site: Several web sites provide ways to practice
 - For example, see <http://cs.iupui.edu/~aharris/230/binPractice.html>

Practical Issues with Numbers

Finite Length Integers

Question (a little contrived):

If a CPU has 4 single-bit storage locations for each number, what happens when you add:

$$1111_2 + 0001_2 = \underline{\hspace{2cm}}_2$$

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Answer Part 1: If you did this on paper, you'd get 10000_2

Which leads to another question:

How do we store 5 bits when there are only storage locations for 4 bits?

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How do we store 5 bits when there are only storage locations for 4 bits?

Answer Part 2: What CPUs do is throw out the 5th bit, storing 0000_2
Which means: To a 4-bit computer, $15 + 1 = 0$

Practical Issues with Numbers

Finite Length Integers

On real computers:

- This happens, but with 32-bit numbers or 64-bit numbers instead of 4.
- When things "wrap around" it actually goes to negative values...

On a 32-bit CPU: $2,147,483,647 + 1 = -2,147,483,648$

However: Some programming languages/systems support numbers larger than the hardware, by using multiple memory locations.

Let's try this!

Practical Issues with Numbers

Finite Length Integers

In C:

```
int val=1000*1000*1000*1000;  
printf("%d\n", val);
```

Outputs:

-727379968

In Java:

```
int val = 1000*1000*1000*1000;  
System.out.println(val);
```

Outputs:

-727379968

In Python:

```
x = 1000*1000*1000*1000  
print x
```

Outputs:

1000000000000

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First thought: Python is cool!
Second thought: Don't expect something for nothing...

Let's do something pretty useless (that takes a lot of integer operations)

Problem: Compute the last 6 digits of the billionth Fibonacci number

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Let's do something pretty useless (that takes a lot of integer operations)

Problem: Compute the last 6 digits of the billionth Fibonacci number

In C:

3.5 seconds

In Java:

3.4 seconds

In Python:

3 minutes, 56.2 seconds

Times on my laptop: Intel i7-3740QM (2.7GHz)

Practical Issues with Numbers

Finite Precision Floating Point

Question: How do you write out $\frac{1}{5}$ in decimal?

Answer: 0.3333333333...

Observation: Impossible to write out exactly with a finite number of digits

The same holds in binary!

Can be written exactly

$$0.5 = 0.1_2$$

$$0.25 = 0.01_2$$

$$0.375 = 0.011_2$$

Cannot be written exactly

$$\frac{1}{5} = 0.0101010101\dots_2$$

$$\frac{1}{4} = 0.001100110011\dots_2$$

$$1/10 = 0.0001100110011\dots_2$$

Imagine: How hard is it to write banking software when there is no finite representation of a dime (0.10 dollars)?!?!?

Solutions people came up with:

Work with cents (integers!) or special codings (BCD=Binary Coded Decimal)

Practical Issues with Numbers

Finite Precision Floating Point

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Answer: 0.3333333333...

Observation:

Bottom Line:

There are a lot of subtle problems with numbers that go beyond the level of study in CSC 100

Can be

$$0.5 = 0$$

$$0.25 =$$

$$0.375 =$$

These issues *usually* don't come up.

But... when they matter, they can matter a LOT.

For now: Be aware what the issues are.

Imagine: How

For a later class: Understand the details.

Solutions people came up with:

Work with cents (integers!) or special codings (BCD=Binary Coded Decimal)

Still More Data Representation for Later

Now we know all about representing numbers

But computers also deal with text, web pages, pictures, sound/music, video, ...

How does that work?
