

# Memory & Caches II

CSE 351 Autumn 2023

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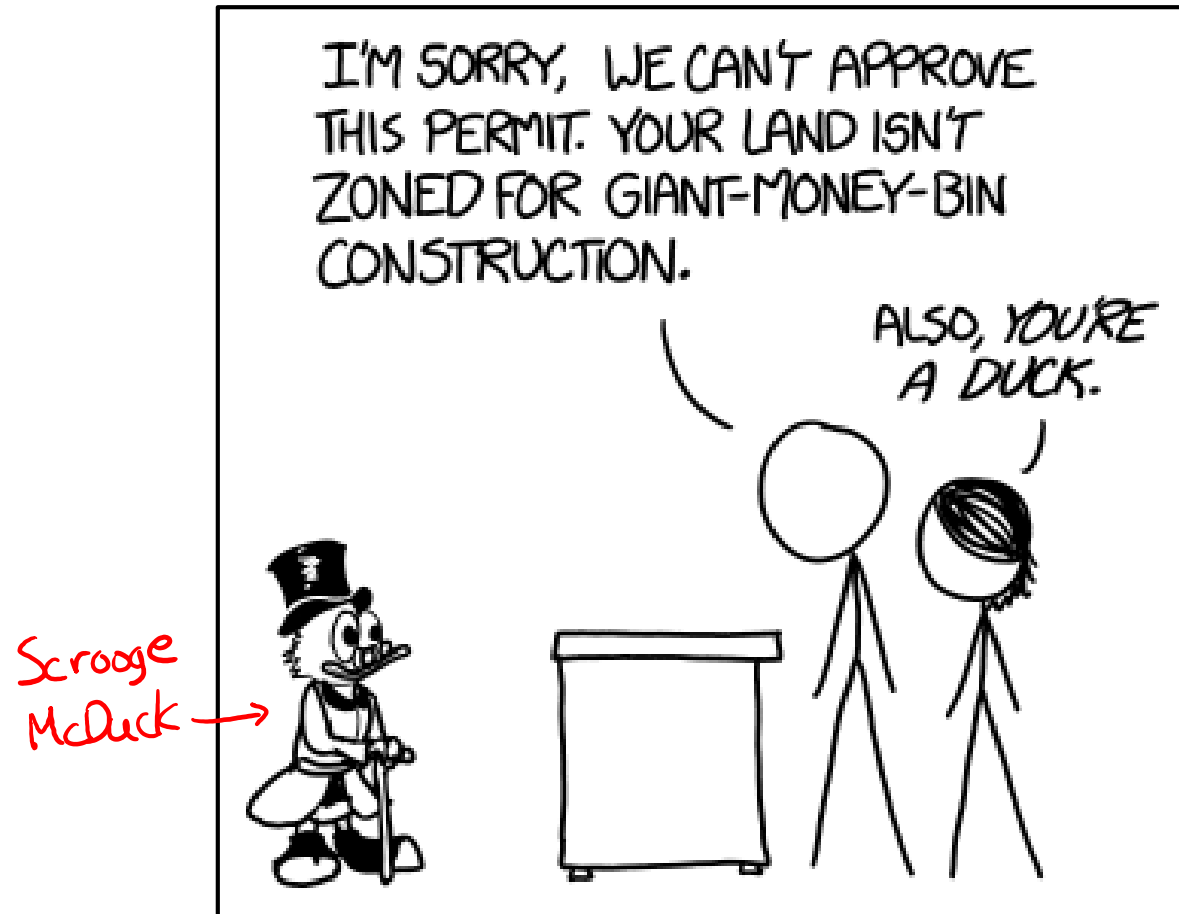
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Joshua Tan



<https://what-if.xkcd.com/111/>

# Relevant Course Information

- ❖ Mid-quarter Survey due Wednesday (11/8)
- ❖ hw16 due Wednesday (11/8)
- ❖ hw17 due *next* Wednesday (11/15)
  - Don't wait too long, this is a BIG hw (includes this lecture)
- ❖ Lab 3 due Friday (11/10)
  - Veteran's Day: no lecture, but some support hours (see Ed)
- ❖ Midterm grades will be released when we can
  - Regrade requests will be available afterward

# New Lecture Format

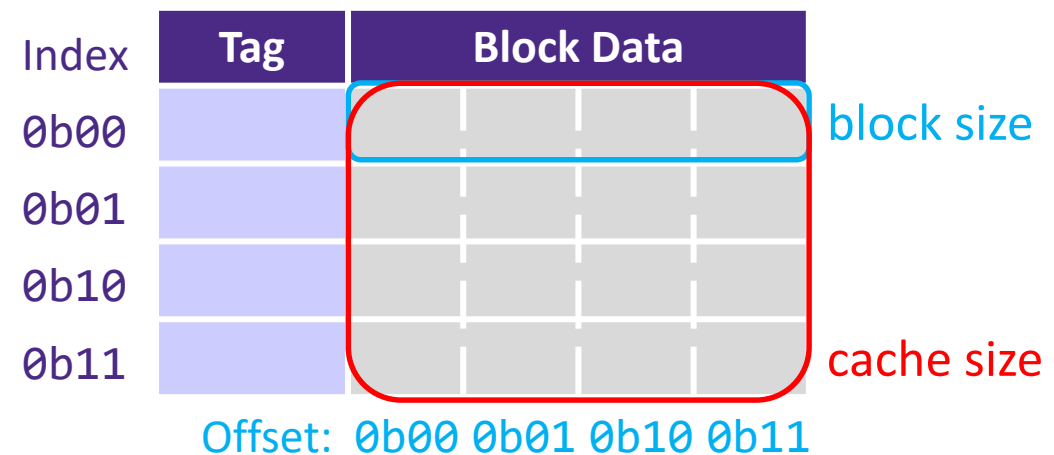
- ❖ Lesson Summary will be a little more detailed than before [5–7 min]
- ❖ Context section will “float” depending on content:
  - May be skipped for some lectures
  - May come after summary (as before) or may be held until end of lecture
  - Random call for share-out by section of the room for discussion questions
- ❖ Practice section will go problem-by-problem
  - Justin will introduce the problem
  - Then, limited group work time [3–8 min, depending on difficulty]
  - Random call for share-out by section of the room
    - Do not need to have finished the problem, just share out what work you did
- ❖ *The quicker we get responses, the quicker we can move on*

A detailed, colorful micrograph of a microchip die, showing a complex grid of circuitry and various colored regions. The text 'Caches II' is overlaid on the left side of the image.

# Caches II

# Lesson Summary (1/2)

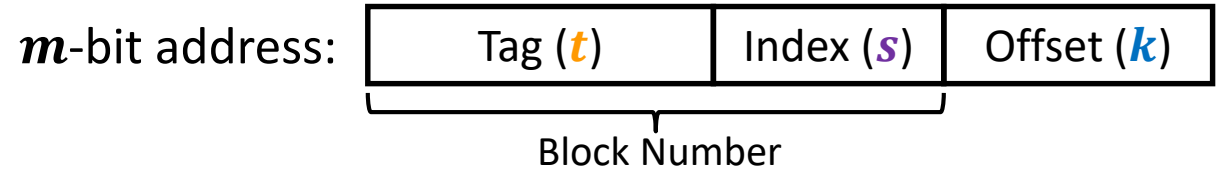
- ❖ Cache parameters define the cache geometry:
  - **Block size** is number of bytes per block
  - **Cache size** is number of bytes (or blocks) of data the cache can hold
- ❖ Finding a byte in the cache:
  - **Offset** refer to which byte in block
  - **Index** refers to which block in cache
- ❖ Example:
  - $K = 4 \text{ B}$ ,  $C = 16 \text{ B} = 4 \text{ blocks}$



# Lesson Summary (2/2)

- ❖ **Direct-mapped cache:** each block in cache is assigned a unique index
  - Uses hash function of (block number) mod (# of cache indices)
    - Deterministic placement of each block, with many blocks mapping into the same index
    - Tag bits stored in cache and used to distinguish between blocks that map to same index

- ❖ Accessing the cache:  
(TIO address breakdown)



- 1) **Index** field tells you where to look in cache (width  $s = \log_2 S$ )
- 2) **Tag** field lets you check that data is the block you want (width  $t = m - s - k$ )
- 3) **Offset** field selects specified start byte within block (width  $k = \log_2 K$ )

# Lesson Q&A

## ❖ Terminology:

- Cache parameters: block size ( $K$ ), cache size ( $C$ ), number of indices ( $S$ )
- Address fields: tag ( $t$  bits wide), index ( $s$  bits wide), block offset ( $k$  bits wide)
- Cache organization: direct-mapped cache

## ❖ Learning Objectives:

- Determine how memory addresses and data interact with the cache (*i.e.*, cache lookups, data movement).
- Analyze how changes to cache parameters [and policies] affect performance metrics such as AMAT.

## ❖ What lingering questions do you have from the lesson?

A detailed, colorful micrograph of a microchip die, showing a complex grid of circuitry and various colored regions (purple, blue, yellow, green, red) representing different functional blocks.

# Caches II – Practice



# Practice Questions (1/2)

❖ We have a direct-mapped cache with the following parameters:

▪ Block size of 8 bytes  $K = 2^3 B$

▪ Cache size of 4 KiB  $C = 2^{12} B$   
 $2^2 \uparrow \uparrow 2^{10}$

❖ How many blocks can the cache hold?  $C/K = 2^{12-3} = 2^9 = \boxed{512 \text{ blocks}}$

❖ How many bits wide is the block offset field?  $k = \log_2(k) = \boxed{3 \text{ bits}}$

❖ Which of the following addresses would fall under block number 3?

A. **0x3**

$$\lfloor 3/8 \rfloor = 0$$

0b 00 0b11

block num 0

B. **0x1F**

$$\lfloor 31/8 \rfloor = 3$$

0b 01 1111

block num 3

C. **0x30**

$$\lfloor 48/8 \rfloor = 6$$

0b 11 0000

block num 6

D. **0x38**

$$\lfloor 56/8 \rfloor = 7$$

0b 11 1000

block num 7

# Practice Questions (2/2)

❖ Based on the following behavior, which of the following block sizes is NOT possible for our cache?

- Cache starts *empty*, also known as a *cold cache*

- Access (addr: hit/miss) stream:

- (0xE: miss), (0xF: hit), (0x10: miss)

↳ ① pulls block containing 14 into \$  
 ↳ ② 14 & 15 are in the same block  
 ↳ ③ 16 is in a different block

hit: block with data already in \$

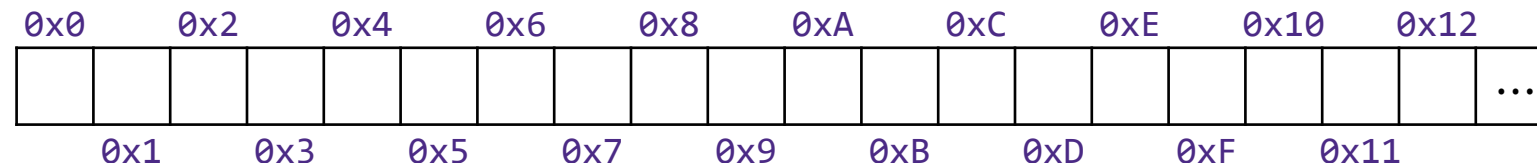
miss: data not in \$, pulls block containing data from Mem

A. 4 bytes

B. 8 bytes

C. 16 bytes

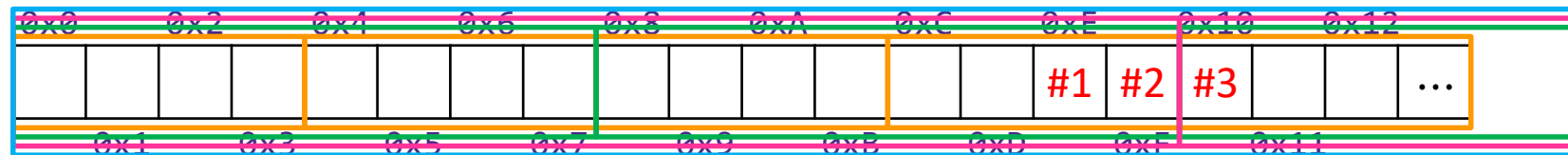
D. 32 bytes



## Practice Questions (2/2)

- ❖ Based on the following behavior, which of the following block sizes is NOT possible for our cache?
  - Cache starts *empty*, also known as a *cold cache*
  - Access (addr: hit/miss) stream:
    - (0xE: miss), (0xF: hit), (0x10: miss)
    - **Need 0xE and 0xF in same block; 0x10 in different block**

- A. 4 bytes
- B. 8 bytes
- C. 16 bytes
- D. 32 bytes

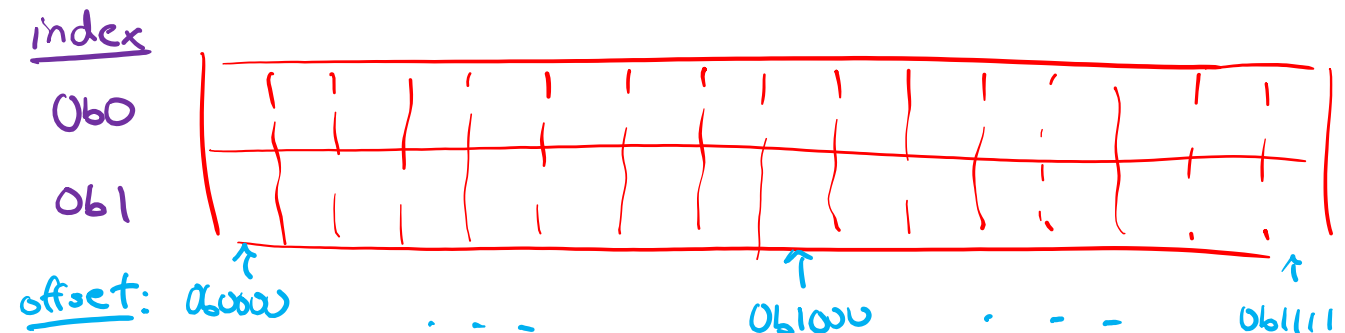


# Homework Question Setup

- ❖ Consider the following function, which computes the dot product of two vectors:

```
float dotprod(float x[8], float y[8]) {  
    float sum = 0.0;  
    for (int i = 0; i < 8; i++)  
        sum += x[i] * y[i];  
    return sum;  
}
```

- $\&x=0x0$ ,  $\&y=0x20$ .  $\text{sizeof}(\text{float})=4$ . Direct-mapped \$ with indices, each 16 B.
- What does the cache look like?



# Homework Question Setup

- ❖ Consider the following function, which computes the dot product of two vectors:

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}
```

- $\&x=0x0$ ,  $\&y=0x20$ .  $\text{sizeof}(\text{float})=4$ . Direct-mapped \$ with indices, each 16 B.
- List out the first 8 memory accesses in terms of x and y, then translate those to addresses:

①  $x[0] \rightarrow 0b\ 0000\ 0000$

②  $y[0] \rightarrow 0b\ 0010\ 0000$

③  $x[1] \rightarrow 0b\ 0000\ 0100$

④  $y[1] \rightarrow 0b\ 0010\ 0100$

⑤  $x[2] \rightarrow 0b\ 0000\ 1000$

⑥  $y[2] \rightarrow 0b\ 0010\ 1000$

⑦  $x[3] \rightarrow 0b\ 0000\ 1100$

⑧  $y[3] \rightarrow 0b\ 0010\ 1100$

# Group Work Time

- ❖ During this time, you are encouraged to work on the following:
  - 1) If desired, continue your discussion
  - 2) Work on the homework problems
  - 3) Work on the current lab
  
- ❖ Resources:
  - You can revisit the lesson material
  - Work together in groups and help each other out
  - Course staff will circle around to provide support