Name_____

There are 8 questions worth a total of 100 points. Please budget your time so you get to all of the questions – don't miss the short questions at the end. Keep your answers brief and to the point.

Copies of the MIPS reference card ("green card") have been handed out separately and you can refer to that. Otherwise the exam is closed book, closed notes, closed neighbors, closed electronics, closed telepathy, etc., but open mind... You won't need a calculator either, so please keep that stowed in the overhead compartment or under the seat in front of you – or whatever is equivalent in this room.

Please wait to turn the page until everyone is told to begin.

1 / 18
2 / 8
3 / 10
4 / 10
5/18
6/14
7 / 12
8/10

Score _____

п	2^n
1	2
2	4
3	8
4	16
5	32
6	64
7	128
8	256
9	512
10	1 024
11	2 048
12	4 096
13	8 192
14	16 384
15	32 768
16	65 536
20	1 048 576
24	16 777 216
30	1 073 741 824
31	2 147 483 648
32	4 294 967 296

Some powers of 2 (in case you need them)

Question 1. (18 points) To warm up, write a MIPS assembly language function that is equivalent to the following C function that computes the sum of the sequence of numbers x + (x+1) + ... + y:

```
int sum(int x, int y) {
    if (x > y)
        return 0;
    else
        return (x + sum(x+1,y));
}
```

You should follow the standard MIPS conventions for register usage, function calls, and stack frames. Your assembly language code must be equivalent to the given code – you cannot rearrange the computation to calculate the result differently (for example, you cannot replace the recursive function calls with a loop). You may use regular MIPS assembly language pseudo-instructions in your code if you wish.

sum:

Question 2. (8 points) We have a C program that does extensive matrix manipulation and we're trying to improve the execution speed of the code. One part of the code contains the following nested loop to transpose a N*N matrix:

```
for (j = 0; j < N; j++) {
   for (i = 0; i < j; i++) {
      temp = a[i][j];
      a[i][j] = a[j][i];
      a[j][i] = temp;
   }
}</pre>
```

This code is heavily used, so one of the summer interns who has recently taken CSE 378 suggests that it would run faster if it were written this way instead:

```
for (i = 0; i < N; i++) {
   for (j = 0; j < i; j++) {
      temp = a[i][j];
      a[i][j] = a[j][i];
      a[j][i] = temp;
   }
}</pre>
```

The intern claims that this will make better use of the cache and run faster. Is this correct? Give a brief technical justification for your answer. In particular, what effect will this change have on cache miss (or hit) rates, if any?

You should assume that the variables i, j, N, and temp are stored in registers and not in memory, and that instruction fetches do not interfere with the data cache(s). Also, remember that two-dimensional C arrays are stored in memory in row-major order, with row 0 appearing first, followed by row 1, then row 2, etc.

Question 3. (10 points) The following MIPS code could be used to increment the value of two integer variables (similar to "i++; j++" in Java).

(a)	li	\$t0,1	#	load 1 into \$t0
(b)	lw	\$t1,100(\$t5)	#	load first variable
(C)	add	\$t1,\$t0,\$t1	#	increment
(d)	SW	\$t1,100(\$t5)	#	store
(e)	lw	\$t2,104(\$t5)	#	load 2nd variable
(f)	add	\$t2,\$t0,\$t2	#	increment
(g)	sw	\$t2,104(\$t5)	#	store

(a) Suppose these instructions are executed on a 5-stage pipelined MIPS processor with the usual hazard detection and forwarding implemented. Do any hardware stall cycles (pipeline bubbles) need to be inserted by the processor to avoid incorrect results during execution? If so, how many and where are they needed? (i.e., n cycles inserted between (x) and (y).)

(b) Without changing what the code does, can the instructions be rearranged to reduce the number of stalls needed if there are any? If so, describe the rearrangement and explain how many stall cycles (if any) are needed in your revised code.

Question 4. (10 points) Suppose we have a processor that has the following CPI figures for different kinds of instructions:

Kind	CPI
memory	4
ALU	1
cond. branch	2
jump	1

Our customers mainly execute two types of operating systems that have the following mix of instructions:

OS	% memory	% ALU	% branch	% jump
Loonix	30	25	15	30
Playdows	20	30	25	25

Given the available budget we can afford to make one of these two possible changes in the next generation of the processor:

- Reduce the number of cycles needed by memory instructions from 4 to 2, or
- Reduce the number of cycles needed by conditional branches from 2 to 1.

Which change should we make? Give a quantitative argument to support your decision.

Question 5. (18 points) On the midterm exam we added a set of conditional branch instructions to the single-cycle MIPS datapath. These branches were similar to the branch instructions already supported by the processor (BEQ, BNE, BLEZ, and BGTZ), except they compared a value in memory to a register instead of comparing two registers. For example:

 $\begin{array}{ll} \text{MBEQ} & \text{\$rs}, \text{\$rt}, \text{label} & \text{branch to label if } M[R[\text{\$rs}]] = R[\text{\$rt}] \\ \\ \text{MBLEZ} & \text{\$rs}, \text{\$zero}, \text{label} & \text{branch to label if } M[R[\text{\$rs}]] <= 0 \\ \end{array}$

(a) On the diagram on the next page, add support for these instructions to the 5-cycle pipelined datapath. All values required to implement the instructions must be pipelined as necessary, and all other instructions supported by the processor should continue to work. Add anything you need: wires, busses, ports, muxes, and/or logical units; however you may not add additional pipeline stages (it still must remain a 5-cycle processor). Don't worry at this point about timing issues or interactions with later instructions in the pipeline.

(b) Given your solution to part (a), will your changes have any effect on the timing or clock speed of the processor datapath? Why or why not?

(c) These new conditional branch instructions store a new value into the PC if the branch is taken. Does your solution to part (a) create any new hazards in the pipeline requiring additional forwarding, stalls, or branch delays? Briefly describe any new issues introduced by your design and how they could be handled. You can use either hardware or software solutions, or a combination of both.

Question 5. (cont.) Draw your answer to part (a) on this diagram:



Question 6. (14 points) We are writing a simulator for a processor with a conventional 32-bit virtual memory system that has 2-level page tables:



The memory system has the following characteristics:

- 4 GB virtual address space (32-bit addresses)
- 4 GB physical address space
- 4 KB pages
- Each page table occupies exactly one (1) physical page.

Given these parameters, the address offsets are 12 bits, and the virtual page number parts (vpn1 and vpn2) are 10 bits each. There are 1024 entries in each page table.

Each page table entry in both the 1^{st} and 2^{nd} level page tables occupies 32 bits and is formatted as follows:

1	1	10 bits	20 bits
V	D	unused	physical page number

The V and D bits indicate valid (1 if present, 0 if not) and dirty (1 if modified, 0 if not).

As we said before, we're writing a simulator for this processor. On the next page, implement in MIPS assembly language a function that will translate a virtual address to a physical address, given the contents of the page table register (the address of the 1^{st} level page table) and the virtual address to be translated. Your function should return the physical address if the translation is possible, or return -1 (0xfffffff) if a page fault occurs because of an invalid (V=0) page table entry is encountered.

Feel free to remove this page for reference while working on your solution to the problem.

Question 6. (cont) Give your implementation of the virtual-to-physical address translation algorithm using MIPS assembly language below.

Hint: Logical operations (and, or, etc.) and shift instructions are particularly useful for isolating and combining the bits needed to perform the translation.

```
# Translate a virtual address to a physical address
# Input:
# $a0 address of first-level page table
# $a1 virtual address to be translated
# Output:
# $v0 physical address corresponding to virtual
# address if translation succeeds or 0xFFFFFFFF
# if a page fault occurs
```

vir2phys:

Question 7. (12 points) A few short-answer questions.

(a) Caches can use either a write-back or a write-through policy. What are these policies and how do they differ? Which one is most likely to improve cache performance and why?

(b) Suppose we are designing a 32K cache with 64-byte blocks. We have a choice between a direct-mapped cache with 512 rows, or a 2-way set associative cache with 256 rows (sets), but two blocks per row. Which would be the better choice generally and why? (Give a brief technical justification for your answer).

(continued next page)

Question 7 (cont.) (c) Many of the I/O devices connected to computers use a Direct Memory Access (DMA) interface. What does this mean? What is the major difference between how DMA and non-DMA devices perform I/O?

Question 8. (10 points) Finally, to finish up, here are some true/false questions. Circle the correct answer.

- a) True / False. MIPS is a load-store architecture.
- b) True / False. The decimal number 127 as a 32-bit two's complement hexadecimal number is 0xFFFFF83.
- c) True / False. Pipelining takes advantage of instruction level parallelism.
- d) True / False. A CPU with a faster clock frequency always has higher performance than one with a slower clock.
- e) True / False. The MIPS move instruction is a pseduo-instruction.
- f) True / False. Temporal locality refers to the idea that data in memory which is close in address to memory data which has recently been accessed is likely to be accessed soon.
- g) True / False. For a virtual memory system with 48-bit virtual addresses, a single page table and 4 KB physical page size, the width of the virtual page number portion of an address is 34 bits.
- h) True / False. Page faults are handled by the operating system.
- i) True / False. The opcode field of all J-format MIPS instructions is 0.
- j) True / False. I enjoyed this class. (All honest answers receive credit for this part.)