

# Memory Allocation II

CSE 351 Winter 2024

## Guest Lecturer:

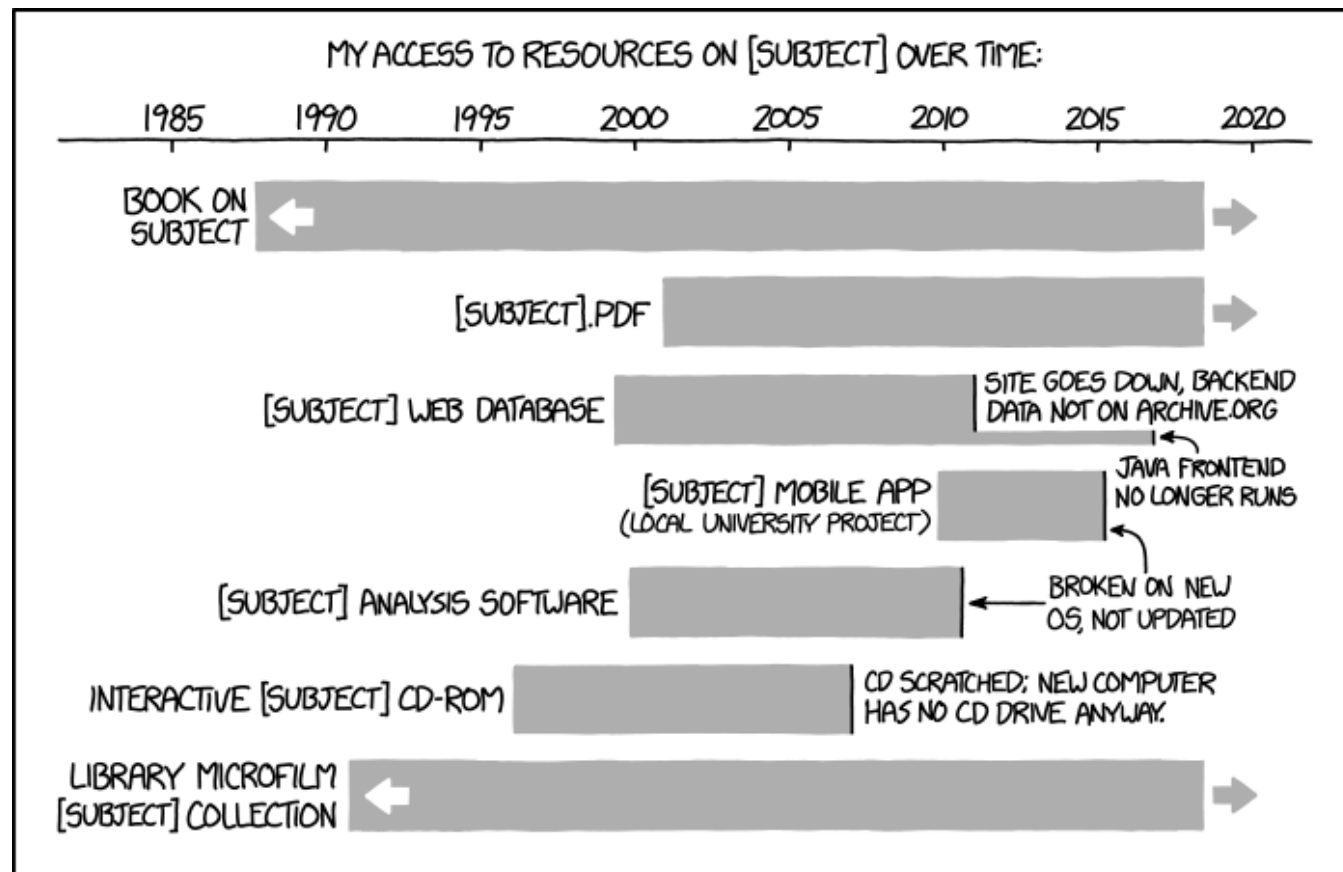
Aman Mohammed

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IT'S UNSETTLING TO REALIZE HOW QUICKLY DIGITAL RESOURCES CAN DISAPPEAR WITHOUT ONGOING WORK TO MAINTAIN THEM.

<http://xkcd.com/1909/>

# Relevant Course Information

- ❖ HW19 due Monday (2/26)
- ❖ HW20 due Wed (2/28)
  - Mostly a walk through of the heap simulator.
- ❖ Lab 4 due next Friday (3/1)
- ❖ Lab 5 (Mem Alloc) released!
  - Due Friday of finals week so a little over 2 weeks from now.

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 and interconnects.

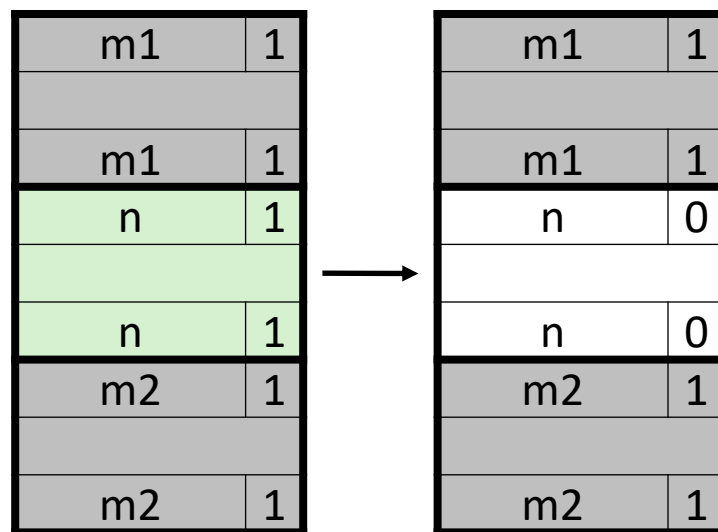
# Memory Allocation II

# Lesson Summary (1/4) - Fulfilling an Allocation Request

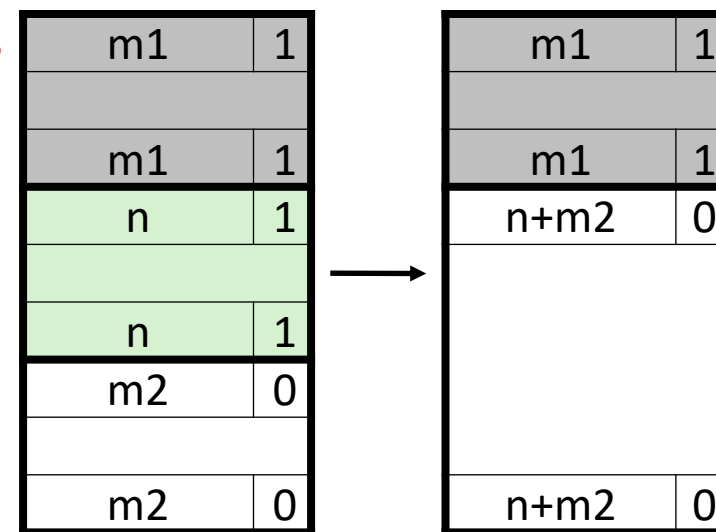
- 1) Compute the necessary block size
- 2) Search for a suitable free block using the allocator's *allocation strategy*
  - If found, continue
  - If not found, return NULL
- 3) Compare the necessary block size against the size of the chosen block
  - If equal, allocate the block
  - If not, *split* off the excess into a new free block before allocating the block
- 4) Return the address of the beginning of the payload

# Lesson Summary (2/4) - Constant Time Coalescing

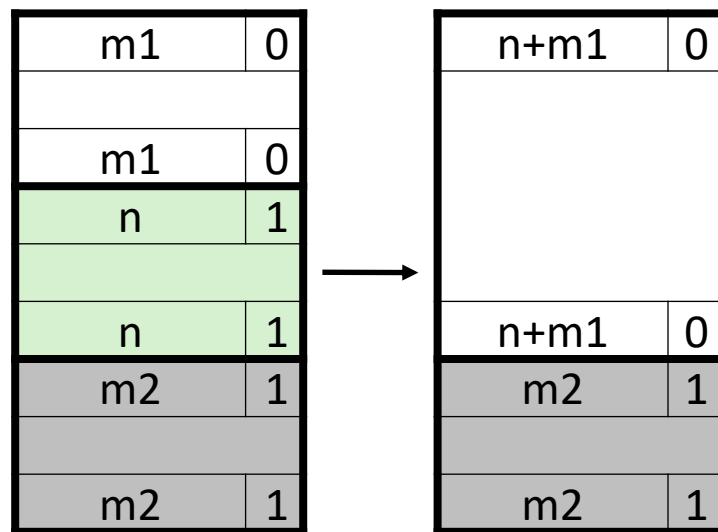
**Case 1**



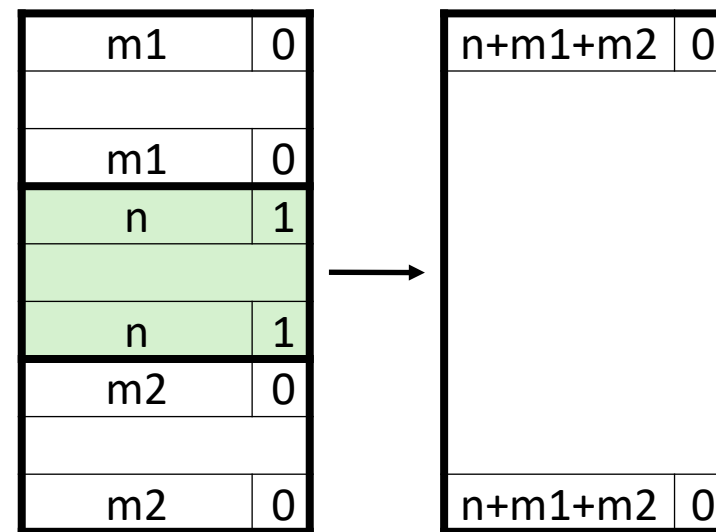
**Case 2**



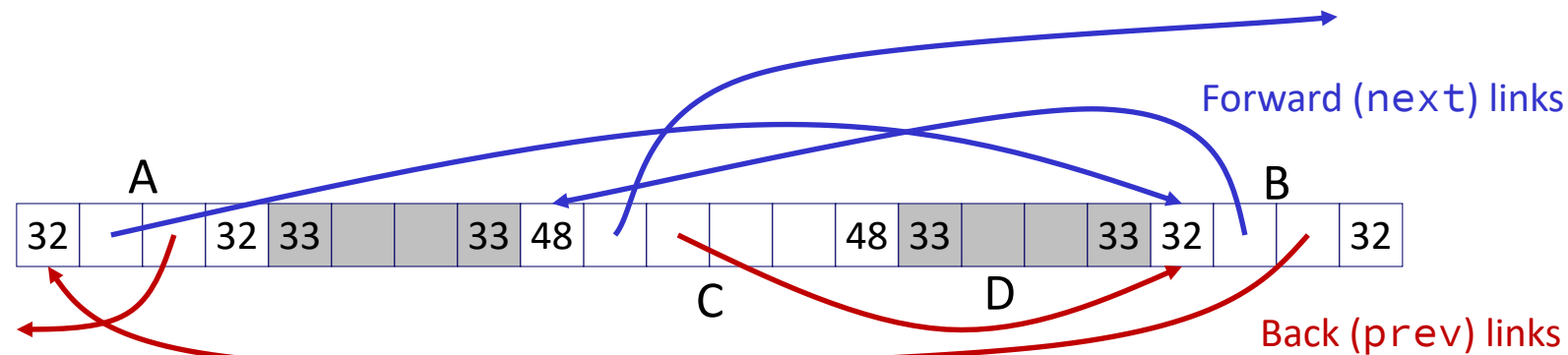
**Case 3**



**Case 4**



# Lesson Summary (3/4) - Explicit List Summary

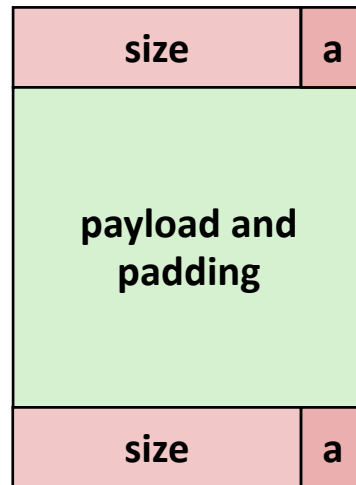


## ❖ Comparison with implicit list:

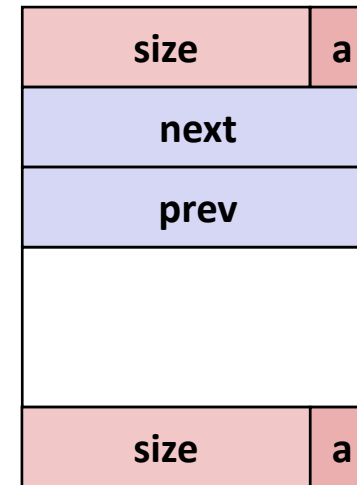
- Block allocation is linear time in number of free blocks instead of all blocks
  - ***Much faster*** when most of the memory is full
- Slightly more complicated allocate and free since we need to splice blocks in and out of the list
- Some extra space for the links (2 extra pointers needed for each free block)
  - Increases minimum block size, leading to more internal fragmentation

# Lesson Summary (4/4) - Block Anatomy and Minimum Block Size

Allocated block:



Free block:



# Lesson Q&A

- ❖ Learning Objectives:
  - Evaluate changes to the state of the heap for a sequence of allocations and deallocations.
  - Explain the tradeoffs between different allocator implementations, policies, and strategies.
  
- ❖ 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.

# Memory Allocation II – Context

# Allocation Policy Tradeoffs

- ❖ Data structure of blocks on lists
  - Implicit (free/allocated), explicit (free), segregated (many free lists) – others possible!
  - Cache implications (how tolerant are we to variable stride access patterns)
  - Alignment (*i.e.*, how many tags can we use in the header/footer)
- ❖ Placement policy: first-fit, next-fit, best-fit
  - Throughput vs. amount of fragmentation
- ❖ When does the allocator free allocated blocks?
  - Deferred coalescing

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.

# Memory Allocation II – Practice

# Practice Question (1/2)

Determine the minimum block sizes (mbs) for the given memory allocators

*\*allocated blocks must have a payload size of at least 1*

*\*boundary tags (headers and footers) are 8 bytes*

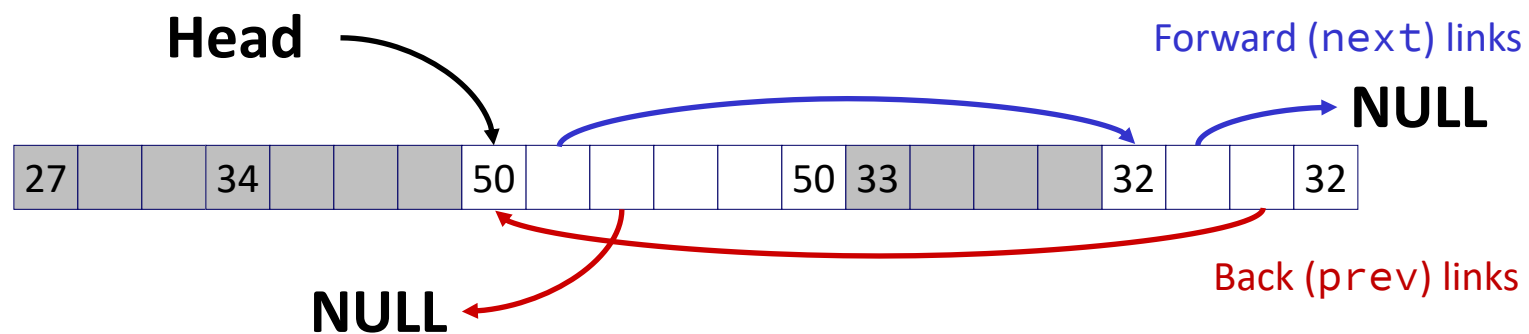
Alignment	Allocated blocks	Free blocks	Free list type	mbs alloc.	mbs free	mbs
8	header & footer	header & footer	implicit	?	?	?
8	header	header & footer	explicit	?	?	?
16	header & footer	header & footer	explicit	?	?	?

# Practice Question (2/2)

Imagine we take a snapshot of the heap after a series of malloc and free calls. Come up with at least 2 issues/bugs with the below heap (there are 4)

- Explicit free list
- Alignment: 8
- Boundary tags: 8 bytes
  - Allocated blocks: header
  - Free blocks: header, footer

□ = 8 bytes



# 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