

Question 5: Analyze Model or Visual Representation of a Biological Concept or Process

4 points

Figure 1 shows the reactions of the metabolic pathway used to synthesize amino acid B from amino acid A in cells.

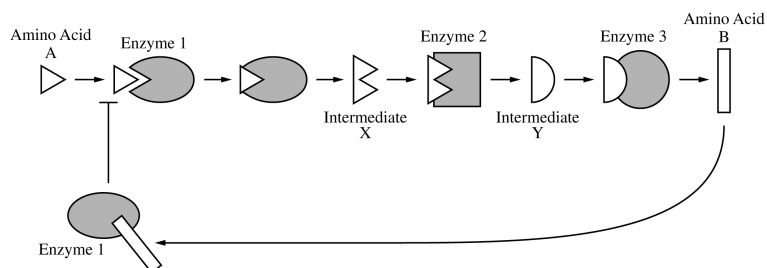


Figure 1. Synthesis of amino acid B from amino acid A

- A** Describe a characteristic of an enzyme's active site that allows it to catalyze a specific chemical reaction. **1 point**
- Examples of acceptable responses may include the following:
- (The active site) is able to bind to a (specific) substrate/amino acid.
 - The shape/charge of the active site of an enzyme is compatible with a (specific) substrate/amino acid.
 - (The active site) positions the substrate/amino acid in a way that makes the reaction more likely.
 - Induced fit stresses bonds so that a reaction is more likely to occur.
- B** Based on Figure 1, **explain** how the binding of amino acid A to enzyme 1 is regulated by amino acid B. **1 point**
- Examples of acceptable responses may include the following:
- Amino acid B inhibits the binding of amino acid A to enzyme 1.
 - Amino acid B binds to an allosteric site of enzyme 1 and prevents amino acid A from binding to enzyme 1.
 - The binding of amino acid B causes the enzyme to change shape and prevents amino acid A from binding to enzyme 1.
- C** Using the information in Figure 1, **identify** the product of the reaction catalyzed by enzyme 2: intermediate X, intermediate Y, or amino acid B. **1 point**
- (Intermediate) Y
- D** Based on Figure 1, **explain** how a change in pH could affect enzyme 3 in such a way that amino acid B cannot be produced. **1 point**
- Examples of acceptable responses may include the following:
- (A change in pH) could change the structure/active site/enzyme so that intermediate Y/the substrate cannot bind.
 - (A change in pH) could denature (enzyme 3) so that intermediate Y/the substrate cannot bind.

Question 3: Scientific Investigation

4 points

Fireflies emit light when the enzyme luciferase catalyzes a reaction in which its substrate, D-luciferin, reacts to form oxyluciferin and other products (Figure 1). In order to determine the optimal temperature for this enzyme, scientists added ATP to a solution containing D-luciferin, luciferase, and other substances needed for the reaction. They then measured the amount of light emitted during the first three seconds of the reaction when it was carried out at different temperatures.

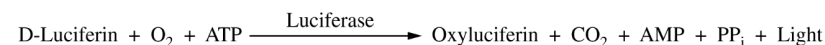


Figure 1. Light is emitted as a result of the reaction catalyzed by luciferase.

- (a)** Describe a characteristic of the luciferase enzyme that allows it to catalyze the reaction. **1 point**
- Accept one of the following:
- It has an active site/a shape that can bind with the substrate(s)/brings reactants together.
 - It has a charge that is compatible with the substrate(s).
- (b)** Identify the dependent variable in the experiment. **1 point**
- The amount of light emitted
- (c)** State the null hypothesis for the experiment. **1 point**
- Temperature has no effect on the amount of light emitted.
- (d)** A student claims that, as temperature increases, there will be an increase in the amount of light given off by the reaction in the first three seconds. **Support** the student's claim. **1 point**
- Accept one of the following:
- Higher temperature increases the frequency of collisions/interactions between molecules, resulting in an increase in reaction rate.
 - The higher temperature results in a change to the active site that enhances substrate binding.

Total for question 3 4 points

2019

AP CollegeBoard

2019 SCORING GUIDELINES

Question 1

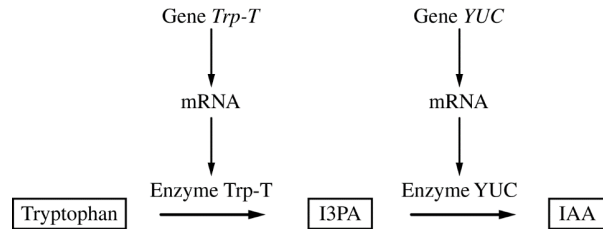


Figure 1. Model of two-step enzymatic plant pathway for synthesis of IAA from tryptophan

Auxins are plant hormones that coordinate several aspects of root growth and development. Indole-3-acetic acid (IAA) is an auxin that is usually synthesized from the amino acid tryptophan (Figure 1). Gene *Trp-T* encodes an enzyme that converts tryptophan to indole-3-pyruvic acid (I3PA), which is then converted to IAA by an enzyme encoded by the gene *YUC*.

- (a) **Circle ONE** arrow that represents transcription on the template pathway. **Identify** the molecule that would be absent if enzyme YUC is nonfunctional.

Circle (1 point)

- Circle around either arrow pointing from a gene (*Trp-T* or *YUC*) to mRNA

Identification (1 point)

- IAA

- (b) **Predict** how the deletion of one base pair in the fourth codon of the coding region of gene *Trp-T* would most likely affect the production of IAA. **Justify** your prediction.

Prediction (1 point)

- Reduction in IAA production OR No production of IAA

Justification (1 point)

- The mutation will result in the translation of an inactive/nonfunctional Trp-T enzyme.
- The mutation will result in no translation of the Trp-T enzyme.
- The mutation will result in no/reduced production of I3PA.

- (c) **Explain** one feedback mechanism by which a cell could prevent production of too much IAA without limiting I3PA production.

Explanation (2 points)

- Negative feedback/feedback inhibition/increasing amounts of IAA inhibits the pathway.
- Production of YUC enzyme is inhibited OR YUC enzyme activity is inhibited.

2019 SCORING GUIDELINES

Question 1 (continued)

- (d) Rhizobacteria are a group of bacteria that live in nodules on plant roots. Rhizobacteria can produce IAA and convert atmospheric nitrogen into forms that can be used by plants. Plants release carbon-containing molecules into the nodules. Based on this information, **identify** the most likely ecological relationship between plants and rhizobacteria. **Describe** ONE advantage to the bacteria of producing IAA.

Identification (1 point)

- Mutualism

Description (1 point)

- Increases habitat/number of nodules for the rhizobacteria.
- The bacteria receive carbon/carbon-containing molecules (as a result of increased plant growth).

- (e) A researcher removed a plant nodule and identified several “cheater” rhizobacteria that do not produce IAA or fix nitrogen. **Describe** the evolutionary advantage of being a bacterial cheater in a population composed predominantly of noncheater bacteria. Plants can adjust the amount of carbon-containing molecules released into nodules in response to the amount of nitrogen fixed in the nodule. **Predict** the change in the bacterial population that would cause the plant to reduce the amount of carbon-containing molecules provided to the nodule.

Description (1 point)

- Cheaters/bacteria that benefit without producing IAA/fixing nitrogen have more energy for reproduction.

Prediction (1 point)

- Decrease in the nitrogen-fixing/noncheater bacteria
- Decrease in the amount of nitrogen fixed (by bacteria)

2019 SCORING GUIDELINES

Question 2

A student studying two different aquatic, plant-eating, unicellular protist species (species A and B) designed an experiment to investigate the ecological relationship between the two species (Table 1).

TABLE 1. EXPERIMENTAL TREATMENT GROUPS

Group I.	Species A and B are each grown in separate containers.
Group II.	Species A and B are grown together in the same container.

In treatment group I, the student placed 10 individuals of species A into a container with liquid growth medium and 10 individuals of species B into a separate container with an equal amount of the same liquid growth medium. In treatment group II, the student placed 5 individuals of each species into a single container with the liquid growth medium. The student then maintained the containers under the same environmental conditions and recorded the number of individuals in each population at various time points. The results are shown in Table 2.

TABLE 2. NUMBER OF INDIVIDUALS IN EACH PROTIST POPULATION IN BOTH TREATMENT GROUPS

Time (h)	Group I. Grown Separately		Group II. Grown Together	
	Species A	Species B	Species A	Species B
0	10	10	5	5
10	100	50	45	20
20	400	200	100	50
30	1100	500	250	25
40	1400	650	525	20
50	1500	700	900	10
60	1500	700	1250	0
70	1500	700	1400	0

(a) The growth curves for species B in group I and for species A in group II (shaded columns) have been plotted on the template. Use the template to **complete** an appropriately labeled line graph to illustrate the growth of species A in treatment group I and species B in treatment group II (unshaded columns).

Completion (3 points)

- Correctly plotted lines for remaining two treatments
- Correctly labeled axes including units
- Correctly labeled data lines

2019 SCORING GUIDELINES

Question 2 (continued)

(b) As shown in the table, the researcher established treatment group II with 5 individuals of each species. **Provide reasoning** for the reduced initial population sizes.

Reasoning (1 point)

- Reduced initial population sizes keep the total number of organisms the same in all containers.
- Reduced initial population sizes serve as a control for population density.

(c) The student claims that species A and B compete for the same food source. **Provide TWO pieces of evidence** from the data that support the student's claim.

Evidence (1 point per row; 2 points max.)

Comparison of Groups	Evidence
I-A to II-A	• Growth rate is faster in I/slower in II
I-A to II-A	• Grows to a higher population density in I/lower population density in II
I-B to II-B	• Growth rate is faster in I/slower in II
I-B to II-B	• Grows to a higher population density in I/lower population density in II/ II dies out/II goes to zero

(d) **Predict TWO** factors that most likely limit the population growth of species A in treatment group I.

Prediction (2 points)

Acceptable factors include:

- Food
- Space
- Metabolic waste
- Dissolved oxygen

(e) Many protists contain an organelle called a contractile vacuole that pumps water out of the cell. The student repeated the experiment using a growth medium with a lower solute concentration. **Predict** how the activity of the contractile vacuole will change under the new experimental conditions. **Justify** your prediction.

Prediction (1 point)

- The contractile vacuole will be more active.

Justification (1 point)

- The environment is hypotonic with respect to the cell.
- The cell is hypertonic with respect to environment.
- Water has entered the cell (which could cause lysis).
- The cell has lower water potential than the environment/the environment has higher water potential than the cell.

2019 SCORING GUIDELINES

Question 3

The pyruvate dehydrogenase complex (PDC) catalyzes the conversion of pyruvate to acetyl-CoA, a substrate for the Krebs (citric acid) cycle. The rate of pyruvate conversion is greatly reduced in individuals with PDC deficiency, a rare disorder.

(a) **Identify** the cellular location where PDC is most active.

Identification (1 point)

- Mitochondria
- Mitochondrial matrix

(b) **Make a claim** about how PDC deficiency affects the amount of NADH produced by glycolysis AND the amount of NADH produced by the Krebs (citric acid) cycle in a cell. **Provide reasoning** to support your claims based on the position of the PDC-catalyzed reaction in the sequence of the cellular respiration pathway.

(1 point per row; 2 points max.)

	Claim	Reasoning
Glycolysis	No change	• Glycolysis continues; PDC is not needed. • Glycolysis occurs before conversion of pyruvate to acetyl-CoA.
Krebs cycle	Decrease	• The Krebs cycle is greatly reduced/slowed down if there is no/less acetyl-CoA. • The Krebs cycle occurs after conversion of pyruvate to acetyl-CoA.

(c) PDC deficiency is caused by mutations in the *PDHA1* gene, which is located on the X chromosome. A male with PDC deficiency and a homozygous female with no family history of PDC deficiency have a male offspring. **Calculate** the probability that the male offspring will have PDC deficiency.

Calculation (1 point)

- The probability of inheritance is 0.
- The offspring cannot/will not have PDC deficiency.

2019 SCORING GUIDELINES

Question 4

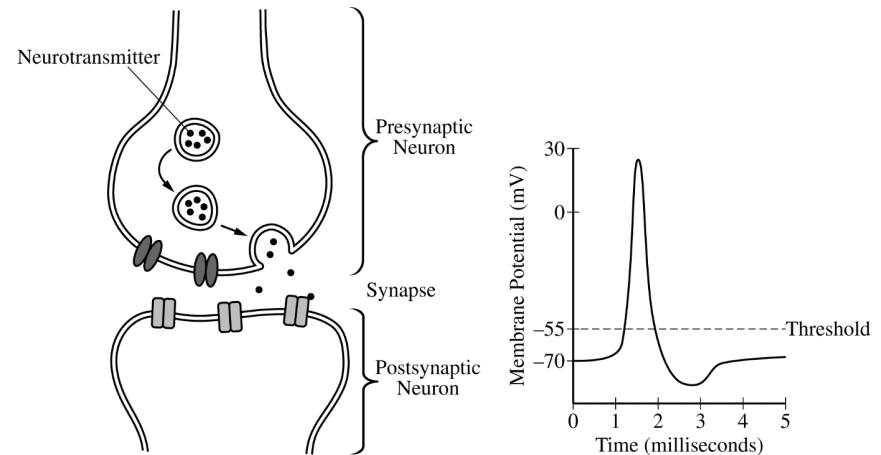


Figure 1. Release of neurotransmitters into the synapse in response to an action potential

Figure 2. Model of a typical action potential in a neuron

Acetylcholine is a neurotransmitter that can activate an action potential in a postsynaptic neuron (Figures 1 and 2). A researcher is investigating the effect of a particular neurotoxin that causes the amount of acetylcholine released from presynaptic neurons to increase.

(a) **Describe** the immediate effect of the neurotoxin on the number of action potentials in a postsynaptic neuron. **Predict** whether the maximum membrane potential of the postsynaptic neuron will increase, decrease, or stay the same.

Description (1 point)

- It will increase the number of action potentials.

Prediction (1 point)

- It will stay the same.

(b) The researcher proposes two models, A and B, for using acetylcholinesterase (AChE), an enzyme that degrades acetylcholine, to prevent the effect of the neurotoxin. In model A, AChE is added to the synapse. In model B, AChE is added to the cytoplasm of the postsynaptic cell. **Predict** the effectiveness of EACH proposed model. **Provide reasoning** to support your predictions.

(1 point per row; 2 points max.)

	Prediction	Reasoning
Model A	Effective	Acetylcholine is in the synapse.
Model B	Not effective	Acetylcholine is not in the cytoplasm of the postsynaptic cell.

2019 SCORING GUIDELINES

Question 5

TABLE 1. DIVERGENCE (IN PERCENT) OF MITOCHONDRIAL DNA SEQUENCES AMONG FIVE PRIMATE SPECIES

	Human	Gorilla	Orangutan	Gibbon	Chimpanzee
Human	-	10.3	16.1	18.1	8.8
Gorilla		-	16.7	18.9	10.6
Orangutan			-	18.9	17.2
Gibbon				-	18.9
Chimpanzee					-

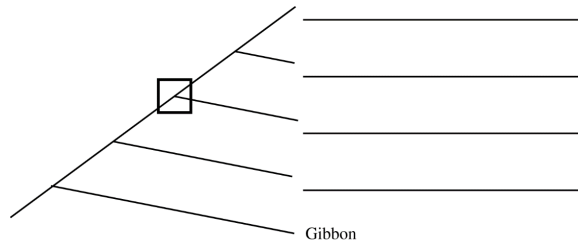
A researcher studying the evolutionary relationship among five primate species obtained data from a sequence of mitochondrial DNA (mtDNA) from a representative individual of each species. The researcher then calculated the percent divergence in the sequences between each pair of primate species (Table 1).

(a) Based on fossil data, the researcher estimates that humans and their most closely related species in the data set diverged approximately seven million years ago. Using these data, **calculate** the rate of mtDNA percent divergence per million years between humans and their most closely related species in the data set. Round your answer to two decimal places.

Calculation (1 point)

- 1.25 OR 1.26

(b) Using the data in the table, **construct** a cladogram on the template provided. **Provide reasoning** for the placement of gibbons as the outgroup on the cladogram.



Construction (1 point)

- From top to bottom: Human/Chimpanzee (interchangeable), Gorilla, Orangutan

Reasoning (1 point)

- Gibbon mtDNA is the least similar (to all of the other species)/most different (from all of the other species).
- Gibbon mtDNA is the most divergent (from all of the other species).

2019 SCORING GUIDELINES

Question 5 (continued)

(c) On the cladogram, **draw** a circle around all of the species that are descended from the species indicated by the node within the square.

Circle (1 point)

- Circle species 1, 2, and 3, as numbered from the top.

2019 SCORING GUIDELINES

Question 6

	MEDIUM	STRAINS		
		Wild Type	Mutant 1	Mutant 2
Treatment I	All amino acids present	+	+	+
Treatment II	No amino acids present	+	–	–
Treatment III	All amino acids present EXCEPT methionine	+	–	+
Treatment IV	All amino acids present EXCEPT leucine	+	+	–

Table 1. The data show the growth of haploid *Saccharomyces cerevisiae* yeast strains on media that differ in amino acid content. A plus sign (+) indicates that the yeast strains grow, and a minus sign (–) indicates that the strains do not grow.

The yeast *Saccharomyces cerevisiae* is a single-celled organism. Amino acid synthesis in yeast cells occurs through metabolic pathways, and enzymes in the synthesis pathways are encoded by different genes. The synthesis of a particular amino acid can be prevented by mutation of a gene encoding an enzyme in the required pathway.

A researcher conducted an experiment to determine the ability of yeast to grow on media that differ in amino acid content. Yeast can grow as both haploid and diploid cells. The researcher tested two different haploid yeast strains (Mutant 1 and Mutant 2), each of which has a single recessive mutation, and a haploid wild-type strain. The resulting data are shown in Table 1.

(a) **Identify** the role of treatment I in the experiment.

Identification (1 point)

- (Positive) control (for yeast growth).
- To test the viability of all yeast strains.
- Treatment I allows the researcher to be confident that changes in experimental outcome are due to differences in treatments.

(b) **Provide reasoning** to explain how Mutant 1 can grow on treatment I medium but cannot grow on treatment III medium.

Reasoning (1 point)

- Mutant 1 can use methionine when it is present in the medium, but Mutant 1 cannot synthesize methionine.

(c) Yeast mate by fusing two haploid cells to make a diploid cell. In a second experiment, the researcher mates the Mutant 1 and Mutant 2 haploid strains to produce diploid cells. Using the table provided, **predict** whether the diploid cells will grow on each of the four media. Use a plus sign (+) to indicate growth and a minus sign (–) to indicate no growth.

Prediction (1 Point)

- There will be growth (+) in all four cells of the fourth column.

2019 SCORING GUIDELINES

Question 7

A researcher is studying patterns of gene expression in mice. The researcher collected samples from six different tissues in a healthy mouse and measured the amount of mRNA from six genes. The data are shown in Figure 1.

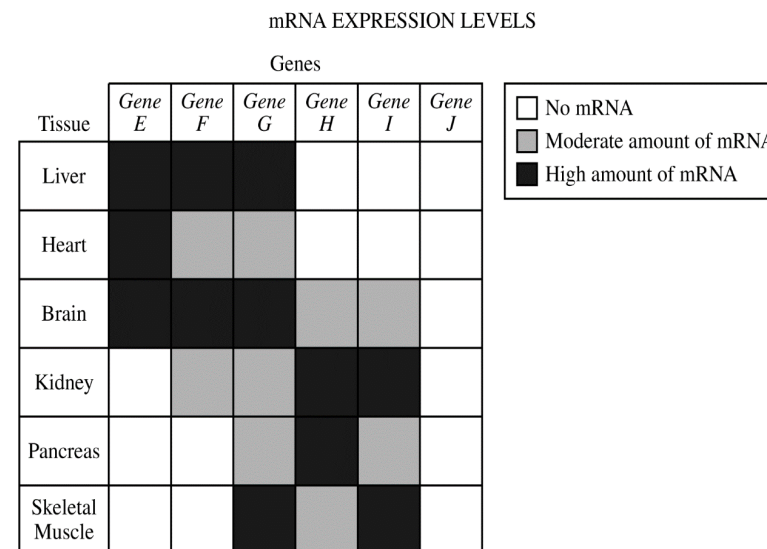


Figure 1. mRNA expression levels of six genes

(a) Based on the data provided, **identify** the gene that is most likely to encode a protein that is an essential component of glycolysis. **Provide reasoning** to support your identification.

Identification (1 point)

- Gene G

Reasoning (1 point)

- (Gene G) is the only gene expressed in all (six) tissues, AND glycolysis occurs in all (six) tissues.
- (Gene G) mRNA is the only mRNA present in all (six) tissues, AND glycolysis occurs in all (six) tissues.

(b) The researcher observed that tissues with a high level of gene H mRNA did not always have gene H protein. **Provide reasoning** to explain how tissues with high gene H mRNA levels can have no gene H protein.

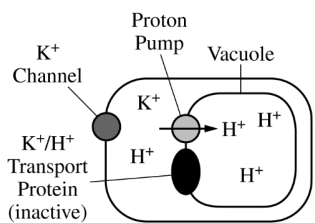
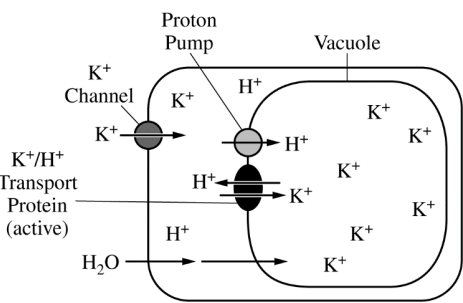
Reasoning (1 point)

- The mRNA is not exported from the nucleus.
- Gene H mRNA is not translated/RNA interference prevent(s) translation.
- Post-transcriptional modifications.

2019 SCORING GUIDELINES

Question 8

TABLE 1. CHANGES IN MORNING GLORY PETAL CELLS DURING FLOWER OPENING

	BUD	OPEN FLOWER
		
Vacuole pH	6.6	7.7
Flower Color	Red	Blue
Cell Volume	Small	Large

The petal color of the Mexican morning glory (*Ipomoea tricolor*) changes from red to blue, and the petal cells swell during flower opening. The pigment heavenly blue anthocyanin is found in the vacuole of petal cells. Petal color is determined by the pH of the vacuole. A model of a morning glory petal cell before and after flower opening is shown in Table 1.

(a) **Identify** the cellular component in the model that is responsible for the increase in the pH of the vacuole during flower opening AND **describe** the component's role in changing the pH of the vacuole.

Identification (1 point)

- (K^+/H^+) transport protein

Description (1 point)

- It moves H^+ out of the vacuole.

(b) A researcher claims that the activation of the K^+/H^+ transport protein causes the vacuole to swell with water. **Provide reasoning** to support the researcher's claim.

Reasoning (1 point)

- The concentration of solute (K^+) is increasing inside the vacuole.
- The solute (K^+) is moving into the vacuole, making it hypertonic/hyperosmotic/lowering water potential.