

Question 2: Interpreting and Evaluating Experimental Results with Graphing

9 points

To investigate how increases in environmental temperatures affect the metabolism of certain organisms, researchers incubated liver cells from toads at different temperatures and measured two markers of metabolic activity (Table 1): the rate of oxygen consumption and the rate of ATP synthesis.

TABLE 1. RATE OF OXYGEN CONSUMPTION AND ATP SYNTHESIS AT DIFFERENT TEMPERATURES

Metabolic Marker	20°C	25°C	30°C
Rate of Oxygen Consumption (nmol/min/mg of mitochondrial protein $\pm 2SE_{\bar{x}}$)	12.8 $\pm$ 2.2	16.5 $\pm$ 2.0	22.1 $\pm$ 0.7
Rate of ATP Synthesis (nmol/min/mg of mitochondrial protein $\pm 2SE_{\bar{x}}$)	12.6 $\pm$ 1.6	16.8 $\pm$ 2.0	21.07 $\pm$ 0.8

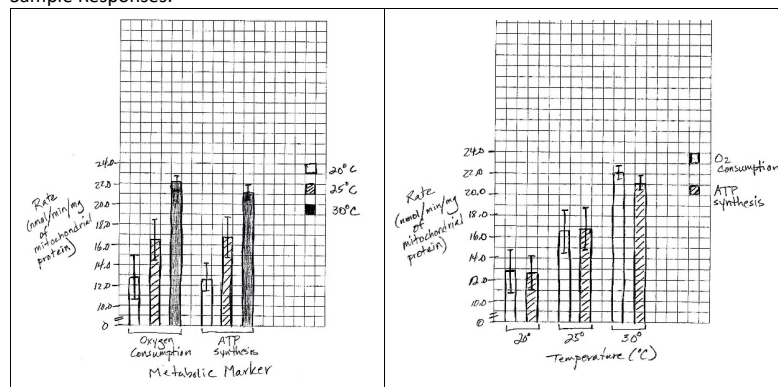
(a) Describe the role of water in the hydrolysis of ATP. 1 point

Accept one of the following:

- Water is added in the process of cleaving/splitting (a phosphate from) ATP.
- Water breaks down/splits ATP.

(b) Using the template in the space provided for your response, **construct a bar graph** that represents the data shown in Table 1. Your graph should be appropriately plotted and labeled. 1 point

Sample Responses:



- Data are represented in a bar graph.

Using the template in the space provided for your response, **construct a bar graph** that represents the data shown in Table 1. Your graph should be appropriately plotted and labeled. 1 point

Using the template in the space provided for your response, **construct a bar graph** that represents the data shown in Table 1. Your graph should be appropriately plotted and labeled. 1 point

- Data points and error bars are correctly plotted.

Based on the data provided, **determine** the temperature in °C at which the rate of oxygen consumption is different from the rate of oxygen consumption at 25°C. 1 point

- 30

Total for part (b) 4 points

(c) Based on the data in Table 1, **describe** the effect of temperature on the rate of ATP synthesis in liver cells from toads. 1 point

Accept one of the following:

- As the temperature increases, the rate of ATP synthesis also increases.
- There is a positive relationship (between temperature and ATP synthesis).
- Temperature and ATP synthesis are directly correlated.

Based on the data in Table 1, **calculate** the average amount of oxygen consumed, in nmol, for 10 mg of mitochondrial protein after 10 minutes at 25°C. 1 point

1,650 [16.5 nmol/min/mg $\times$ 10 mg $\times$ 10 min]

Total for part (c) 2 points

(d) Oligomycin is a compound that can block the channel protein function of ATP synthase. 1 point

Predict the effects of using oligomycin on the proton gradient across the inner mitochondrial membrane.

Accept one of the following:

- (The proton gradient) will increase/become steeper (and may eventually plateau).
- The difference in the concentration of protons/pH (across the inner mitochondrial membrane) will increase.
- There will be an increase in the concentration of protons/a decrease in pH in the intermembrane space relative to that found within the mitochondrial matrix.

Justify your prediction. 1 point

Accept one of the following:

- (Without protons being able to flow back into the matrix through ATP synthase), more protons will accumulate in the intermembrane space/between the two mitochondrial membranes.
- (Without protons being able to flow back into the matrix through ATP synthase), there will be a lower pH in the intermembrane space/between the two mitochondrial membranes.
- Protons will not be able to flow across the membrane (through ATP synthase), but the electron transport chain will still pump protons into the intermembrane space.

Total for part (d) 2 points

Total for question 2 9 points

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Question 1

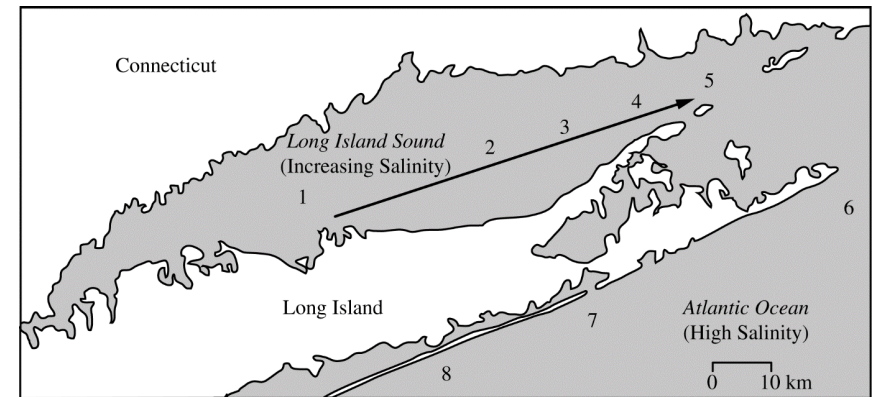


Figure 1. Sampling sites of marine mussels at various locations (1-8) in Long Island Sound and the Atlantic Ocean

TABLE 1. PERCENT OF INDIVIDUALS POSSESSING *lap*⁹⁴ ALLELE

	Long Island Sound					Atlantic Ocean		
Site	1	2	3	4	5	6	7	8
<i>lap</i> ⁹⁴ frequency (%)	13	16	25	37	55	59	59	59
Salinity	Low → High					High		

Leucine aminopeptidases (LAPs) are found in all living organisms and have been associated with the response of the marine mussel, *Mytilus edulis*, to changes in salinity. LAPs are enzymes that remove N-terminal amino acids from proteins and release the free amino acids into the cytosol. To investigate the evolution of LAPs in wild populations of *M. edulis*, researchers sampled adult mussels from several different locations along a part of the northeast coast of the United States, as shown in Figure 1. The researchers then determined the percent of individuals possessing a particular *lap* allele, *lap*⁹⁴, in mussels from each sample site (table 1).

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Question 1 (continued)

- (a) On the axes provided, **construct** an appropriately labeled bar graph to illustrate the observed frequencies of the *lap⁹⁴* allele in the study populations. **(3 points)**

Construct graph (3 points)

- Correctly plotted bar graph that accurately represents the trend
- Correct axis labeling
- Correct scale and units

- (b) Based on the data, **describe** the most likely effect of salinity on the frequency of the *lap⁹⁴* allele in the marine mussel populations in Long Island Sound. **Predict** the likely *lap⁹⁴* allele frequency at a sampling site between site 1 and site 2 in Long Island Sound. **(2 points)**

Description (1 point)	Prediction (1 point)
• As salinity increases <i>lap⁹⁴</i> frequency increases • As salinity decreases <i>lap⁹⁴</i> frequency decreases	Between 13 and 16 percent (or a selected value between 13 and 16 percent)

- (c) **Describe** the most likely effect of LAP⁹⁴ activity on the osmolarity of the cytosol. **Describe** the function of LAP⁹⁴ in maintaining water balance in the mussels living in the Atlantic Ocean. **(2 points)**

Describe effect of LAP ⁹⁴ activity (1 point)	Describe function of LAP ⁹⁴ in maintaining water balance (1 point)
• LAP⁹⁴ increases osmolarity/solute concentration of the cytosol • LAP⁹⁴ decreases water potential of the cytosol	Prevents water loss to the environment

- (d) Marine mussel larvae are evenly dispersed throughout the study area by water movement. As larvae mature, they attach to the rocks in the water. **Explain** the differences in *lap⁹⁴* allele frequency among adult mussel populations at the sample sites despite the dispersal of larvae throughout the entire study area. **Predict** the likely effect on distribution of mussels in Long Island Sound if the *lap⁹⁴* allele was found in all of the mussels in the population. **Justify** your prediction. **(3 points)**

Explanation (1 point)	Prediction (1 point)	Justification (1 point)
• Mussels with <i>lap⁹⁴</i> allele are more likely to survive in high salinity/less likely to survive in low salinity. • Mussels without <i>lap⁹⁴</i> allele are less likely to survive in high salinity/more likely to survive in low salinity.	• Mussel population will increase in high salinity. • Mussel population will decline in low salinity.	• Mussels in high salinity with <i>lap⁹⁴</i> allele will osmoregulate. • Mussels in low salinity with <i>lap⁹⁴</i> allele will not osmoregulate.

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Question 2

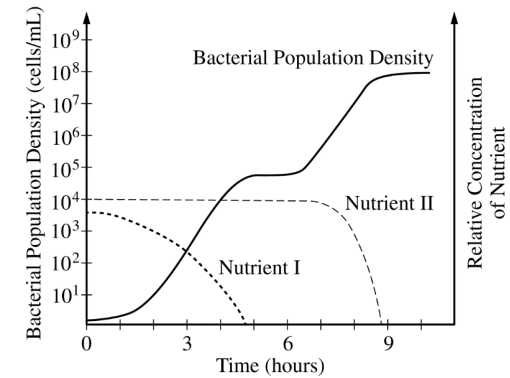


Figure 1. Bacterial population growth in the presence of two nutrients (nutrient I and nutrient II)

Bacteria can be cultured in media with carefully controlled nutrient composition. The graph above shows the growth of a bacterial population in a medium with limiting amounts of two nutrients, I and II.

- (a) **Estimate** the maximum population density in $\frac{\text{cells}}{\text{mL}}$ for the culture. Using the data, **describe** what prevents further growth of the bacterial population in the culture. **(2 points)**

Estimate (1 point)

- 10^8

Description (1 point)

- When both nutrients are depleted

- (b) Using the data, **calculate** the growth rate in $\frac{\text{cells}}{\text{mL} \times \text{hour}}$ of the bacterial population between hours 2 and 4. **(1 point).**

Calculation (1 point)

- 4,995

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Question 2 (continued)

- (c) **Identify** the preferred nutrient source of the bacteria in the culture over the course of the experiment. Use the graph to **justify** your response. **Propose** ONE advantage of the nutrient preference for an individual bacterium. **(3 points)**

Identification (1 point)

- Nutrient I is the preferred nutrient.

Justification (1 point)

- When both nutrients are present in the growth medium, only nutrient I is used.
- Nutrient II is only used after nutrient I is depleted.

Proposed advantage (1 point)

- Do not spend energy making enzymes/proteins that the cell doesn't need.
- Do not have to express all metabolic genes at once.
- The preferred nutrient provides more energy.

- (d) **Describe** how nutrient I most likely regulates the genes for metabolism of nutrient I and the genes for metabolism of nutrient II. **Provide** TWO reasons that the population does not grow between hours 5 and 6. **(4 points)**

Description (2 points)

- Nutrient I promotes expression of genes required for metabolism of nutrient I.
- Nutrient I represses expression of genes required for metabolism of nutrient II.

Reasoning (2 points)

- Nutrient I is depleted from the growth medium OR neither nutrient is being consumed.
- Takes time to produce proteins/enzymes required to metabolize nutrient II.

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Question 3

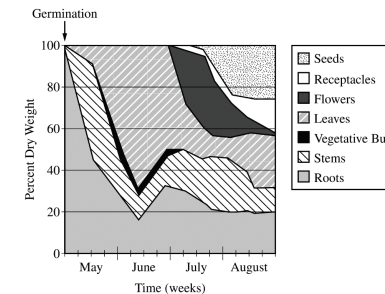


Figure 1. Percent dry weight of different plant structures during the growing season for an annual plant

The graph above illustrates the percent dry weight of different parts of a particular annual plant (plants that live less than one year) from early May to late August. The percent dry weight can be used to estimate the amount of energy a plant uses to produce its leaves, vegetative buds, stems, roots, and reproductive parts (seeds, receptacles, and flowers).

- (a) **Identify** the direct source of the energy used for plant growth during the first week of May, and **identify** the part of the plant that grew the most during the same period. **(2 points)**

Identify direct source of energy (1 point)

- Seed
- Stored organic nutrients/carbohydrates

Identify plant part (1 point)

- Roots

- (b) Based on the data on the graph, **estimate** the percent of the total energy that the plant has allocated to the growth of leaves on the first day of July. **(1 point)**

Identification (1 point)

- Any value between 45-55 percent

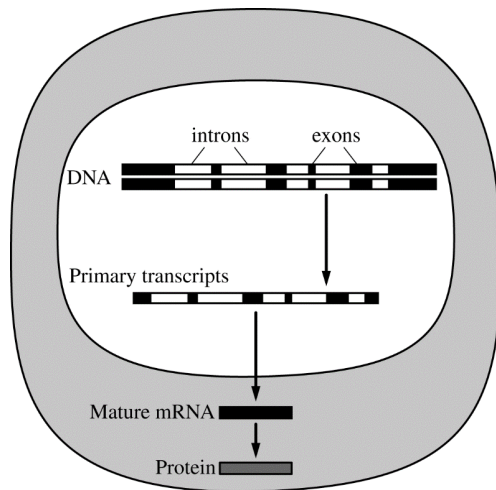
- (c) Compared with perennials (plants that live more than two years), annual plants often allocate a much greater percentage of their total energy to growth of their reproductive parts in any given year. **Propose** ONE evolutionary advantage of the energy allocation strategy in annual plants compared with that in perennial plants. **(1 point)**

Proposed advantage (1 point)

- Increased chance of reproduction before the plants die.
- If the plants do not use the strategy, they decrease the likelihood they will ever reproduce.

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Question 4



The figure represents the process of expression of gene X in a eukaryotic cell.

- (a) The primary transcript in the figure is 15 kilobases (kb) long, but the mature mRNA is 7 kb in length. **Describe** the modification that most likely resulted in the 8 kb difference in length of the mature mRNA molecule. **Identify** in your response the location in the cell where the change occurs. (2 points)

Describe process (1 point)

- Removal of introns
- RNA processing

Identification (1 point)

- Nucleus

- (b) **Predict** the length of the mature gene X mRNA if the full-length gene is introduced and expressed in prokaryotic cells. **Justify** your prediction. (2 points)

Prediction (1 point)

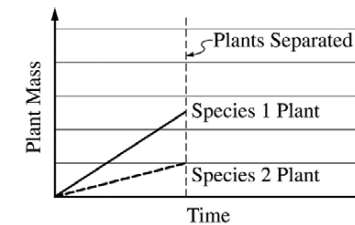
- 15 kb
- Longer than the mature mRNA in the eukaryote

Justification (1 point)

- mRNA processing typically does not occur in prokaryotes

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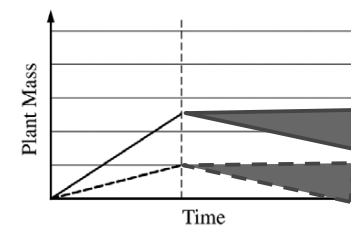
Question 5



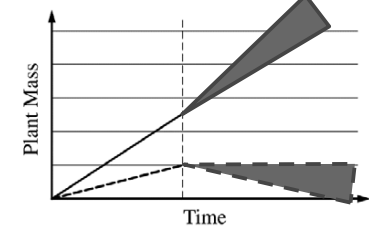
The graph above shows the mass of plants from two different species over time. The plants grew while attached to each other. The plants were separated at the time indicated by the vertical line in the graph.

Using template 1, **graph** the predicted shape of the plant-mass lines after separation of the two plants if the plants were in an obligate mutualistic relationship. On template 2, **graph** the predicted shape of the plant-mass lines if the species 2 plant was a parasite of the species 1 plant. **Justify** each of your predictions. (4 points)

TEMPLATE 1: OBLIGATE MUTUALISM



TEMPLATE 2: PARASITISM



	Graph characteristics (1 point each graph; 2 points maximum)	Justification (1 point each box; 2 points maximum)
Obligate Mutualism	Both of the growth curves level off or decline.	• Each species depends on the other for survival. • Without the relationship, both species are harmed.
Parasitism	Species 1 continues to increase while species 2 levels off or declines.	• The parasite requires an association with the host to survive but harms the host. • Without the relationship, the parasite cannot survive while the host continues to grow.

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Question 6

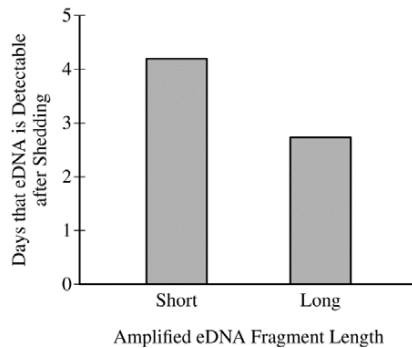


Figure 1. Detectability of eDNA fragments of varying lengths

Living and dead organisms continuously shed DNA fragments, known as eDNA, into the environment. To detect eDNA fragments in the environment, the polymerase chain reaction (PCR) can be used to amplify specific eDNA fragments. eDNA fragments of different lengths persist in the environment for varying amounts of time before becoming undetectable (Figure 1).

To investigate whether silver carp, an invasive fish, have moved from a nearby river system into Lake Michigan, researchers tested water samples for the presence of eDNA specific to silver carp (Figure 2).

- (a) **Justify** the use of eDNA sampling as an appropriate technique for detecting the presence of silver carp in an environment where many different species of fish are found. **Propose** ONE advantage of identifying long eDNA fragments as opposed to short fragments for detecting silver carp. **(2 points)**

Justify (1 point)

- eDNA allows detection of the fish without visual identification/catching the fish.

Proposed advantage (1 point)

- Longer fragments indicate more recent presence of fish.
- Longer fragments are more likely to contain a sequence that is specific to silver carp.
- Longer sequences/more base pairs may increase accuracy/specificity/confidence that the eDNA is from a silver carp and not a related species.

- (b) The researchers tested a large number of water samples from Lake Michigan and found eDNA specific to silver carp in a single sample in the lake, as indicated in Figure 2. The researchers concluded that the single positive sample was a false positive and that no silver carp had entered Lake Michigan.

Provide reasoning other than human error to support the researchers' claim. **(1 point)**

Reasoning (1 point)

- eDNA entered the lake by means other than the fish (e.g., river flow, boats, waste from predators).

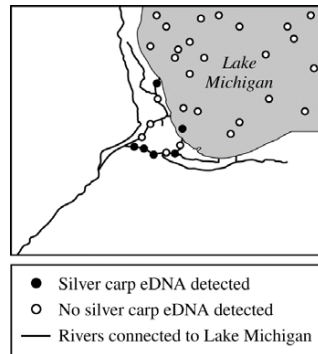
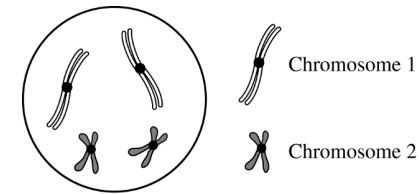


Figure 2. Map of the waterways that connect a nearby river system to Lake Michigan

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Question 7



In a certain species of plant, the diploid number of chromosomes is 4 ($2n = 4$). Flower color is controlled by a single gene in which the green allele (G) is dominant to the purple allele (g). Plant height is controlled by a different gene in which the dwarf allele (D) is dominant to the tall allele (d). Individuals of the parental (P) generation with the genotypes $GGDD$ and $ggdd$ were crossed to produce F_1 progeny.

- (a) **Construct** a diagram below to depict the four possible normal products of meiosis that would be produced by the F_1 progeny. Show the chromosomes and the allele(s) they carry. Assume the genes are located on different chromosomes and the gene for flower color is on chromosome 1. **(1 point)**

Construct diagram (1 point)

- Diagram must include all of the following:
 - Each cell has one unduplicated chromosome 1 (with G or g).
 - Each cell has one unduplicated chromosome 2 (with D or d).
 - Genotype combinations should be: GD , Gd , gD , gd .



- (b) **Predict** the possible phenotypes and their ratios in the offspring of a testcross between an F_1 individual and a $ggdd$ individual. **(1 point)**

Prediction (1 point)

- 1 green dwarf: 1 green tall: 1 purple dwarf: 1 purple tall

- (c) If the two genes were genetically linked, **describe** how the proportions of phenotypes of the resulting offspring would most likely differ from those of the testcross between an F_1 individual and a $ggdd$ individual. **(1 point)**

Identify difference (1 point)

- The majority/greater than 50 percent would have the parental plant phenotypes
- Greater than 25 percent would be green dwarf plants and greater than 25 percent would be purple tall plants
- Less than 25 percent would be green tall plants and less than 25 percent would be purple dwarf plants

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Question 8

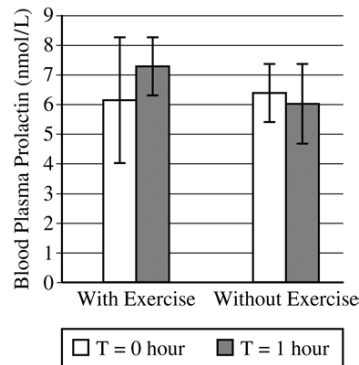


Figure 1. Effect of exercise on blood prolactin levels in adult males. The data represent the mean $\pm 2SE_{\bar{x}}$.

Researchers conducted a study to investigate the effect of exercise on the release of prolactin into the blood. The researchers measured the concentration of prolactin in the blood of eight adult males before (T = 0 hour) and after one hour (T = 1 hour) of vigorous exercise. As a control, the researchers measured the concentration of blood prolactin in the same group of individuals at the same times of day one week later, but without having them exercise. The results are shown in Figure 1.

- (a) **Justify** the use of the without-exercise treatment as the control in the study design. (1 point)

Justification (1 point)

- Attribute changes in the concentration of blood prolactin to exercise only
- Rule out normal fluctuations in prolactin release/levels

- (b) Using evidence from the specific treatments, **determine** whether prolactin release changes after exercise. **Justify** your answer. (2 points)

Determination (1 point)

- Exercise does not affect prolactin release

Justification (1 point)

- The T=1 hour with-exercise mean and the T=1 hour without-exercise mean are within $\pm 2SE_{\bar{x}}$.
- The $\pm 2SE_{\bar{x}}$ error bars for the T=1 hour with-exercise time point and the T=1 hour time without-exercise point overlap.
- The $\pm 2SE_{\bar{x}}$ error bars for the T=0 and T=1 hour with-exercise time points overlap.
- The T=0 hour with-exercise mean and the T=1 hour with exercise-mean are within $\pm 2SE_{\bar{x}}$.

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Question 1

Many species have circadian rhythms that exhibit an approximately 24-hour cycle. Circadian rhythms are controlled by both genetics and environmental conditions, including light.

Researchers investigated the effect of light on mouse behavior by using a running wheel with a motion sensor to record activity on actograms, as shown in Figure 1.

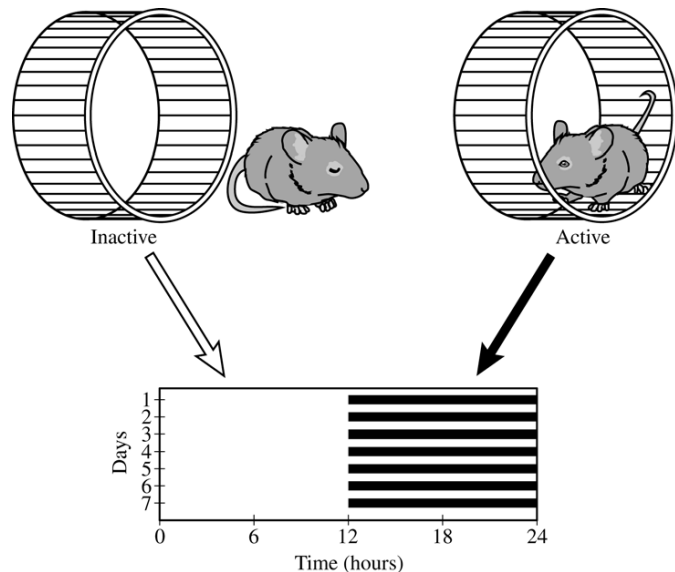


Figure 1. Strategy for recording mouse activity data. When a mouse is active on the running wheel, the activity is recorded as a dark horizontal line on an actogram. When the mouse is inactive, no dark line is recorded.

For the investigation, adult male mice were individually housed in cages in a soundproof room at 25°C. Each mouse was provided with adequate food, water, bedding material, and a running wheel. The mice were exposed to daily periods of 12 hours of light (L) and 12 hours of dark (D) (L12:D12) for 14 days, and their activity was continuously monitored. The activity data are shown in Figure 2.

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Question 1 (continued)

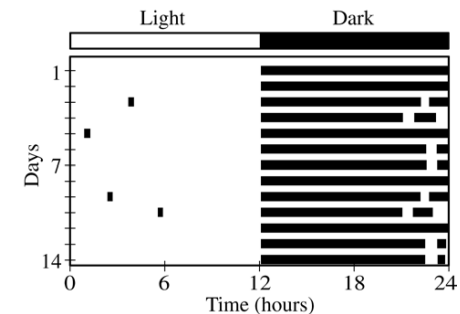


Figure 2. Actogram of mouse activity under L12:D12 conditions. Each row represents a 24-hour period, and the dark horizontal lines represent activity on the running wheel.

After 14 days in L12:D12, the mice were placed in continuous darkness (DD), and their activity on the running wheel was recorded as before. The activity data under DD conditions are shown in Figure 3.

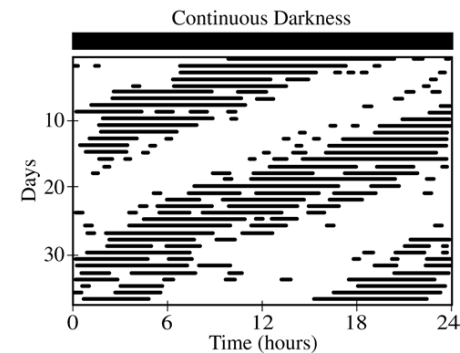


Figure 3. Actogram of mouse activity under DD conditions. Each row represents a 24-hour period, and the dark horizontal lines represent activity on the running wheel.

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Question 1 (continued)

- (a) The nervous system plays a role in coordinating the observed activity pattern of the mice in response to light-dark stimuli. **Describe** ONE role of each of the following anatomical structures in responding to light-dark stimuli.

- A photoreceptor in the retina of the eye
- The brain
- A motor neuron

	Descriptions (1 point per box; 3 points maximum)
Photoreceptor	Detects light/dark stimulus and initiates/transmits signal
Brain	Integrates/processes/coordinates information
Motor neuron	Transmits signal from brain to an effector

- (b) Based on an analysis of the data in Figure 2, **describe** the activity pattern of the mice during the light and dark periods of the L12:D12 cycle.

Description (1 point)

- Active during dark phase AND inactive during light phase
- Active ONLY during the dark period
- Inactive ONLY during the light period

- (c) The researchers claim that the genetically controlled circadian rhythm in the mice does not follow a 24-hour cycle. **Describe** ONE difference between the daily pattern of activity under L12:D12 conditions (Figure 2) and under DD conditions (Figure 3), and use the data to **support** the researchers' claim.

Description (1 point)

- Active period begins a little earlier each day
- Active/inactive period is shorter than 12 hours each day
- Daily circadian rhythm is less than 24 hours
- Pattern of activity shifts each day

Support (1 point)

- Without light, active/inactive periods are determined only by the genetically controlled circadian rhythm.
- If it were a 24-hour circadian rhythm, the pattern of activity in DD would be the same as the pattern of activity in L12:D12.

- (d) To investigate the claim that exposure to light overrides the genetically controlled circadian rhythm, the researchers plan to repeat the experiment with mutant mice lacking a gene that controls the circadian rhythm. **Predict** the observed activity pattern of the mutant mice under L12:D12 conditions and under DD conditions that would support the claim that light overrides the genetically controlled circadian rhythm.

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Question 1 (continued)

Conditions	Predicted Activity Pattern (1 point per box; 2 points maximum)
Mutant under L12:D12	Normal rhythm/rhythm similar to wild-type mouse under L12:D12 (Figure 2)
Mutant under DD	• Random activity throughout the 24 hour period • No pattern/rhythm • Constantly active/constantly inactive

- (e) In nature, mice are potential prey for some predatory birds that hunt during the day. **Describe** TWO features of a model that represents how the predator-prey relationship between the birds and the mice may have resulted in the evolution of the observed activity pattern of the mice.

	Description (1 point per box; 2 points maximum)
Selective Advantage	• Selection for individuals active at night • Selection against individuals active during the day • Day-active variants susceptible to predation • Night-active variants able to avoid predation
Reproductive Success	• Mice selected for produce more offspring • Mice selected against produce fewer offspring

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Question 2

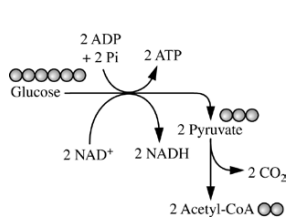


Figure 1. Glycolysis and pyruvate oxidation

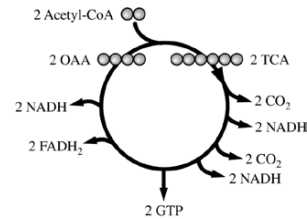


Figure 2. Krebs cycle

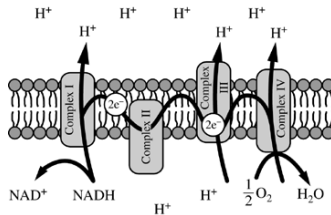


Figure 3. Electron transport chain

Cellular respiration includes the metabolic pathways of glycolysis, the Krebs cycle, and the electron transport chain, as represented in the figures. In cellular respiration, carbohydrates and other metabolites are oxidized, and the resulting energy-transfer reactions support the synthesis of ATP.

(a) Using the information above, **describe** ONE contribution of each of the following in ATP synthesis.

- Catabolism of glucose in glycolysis and pyruvate oxidation
- Oxidation of intermediates in the Krebs cycle
- Formation of a proton gradient by the electron transport chain

Process	Description (1 point each box; 3 points maximum)
Catabolism of glucose in glycolysis and pyruvate oxidation	• Produces NADH for use in ETC • Produces acetyl-CoA for entry into Krebs cycle • Provides energy for (substrate level) phosphorylation of ADP
Oxidation of intermediates in the Krebs cycle	• Produces NADH or FADH₂ for use in ETC • Releases high energy electrons for use in ETC • Provides energy to pump protons against their concentration gradient • Produces GTP for (substrate level) phosphorylation of ADP
Formation of a proton gradient by the electron transport chain	• The flow of protons through membrane-bound ATP synthase generates ATP • Provides energy for (oxidative) phosphorylation of ADP

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Question 2 (continued)

(b) Use each of the following observations to **justify** the claim that glycolysis first occurred in a common ancestor of all living organisms.

- Nearly all existing organisms perform glycolysis.
- Glycolysis occurs under anaerobic conditions.
- Glycolysis occurs only in the cytosol.

Observation	Justification (1 point each box; 3 points maximum)
Nearly all existing organisms perform glycolysis	• Trait/gene/process originated early and was inherited/passed down/highly conserved • Glycolysis provided a selective advantage that was passed on to descendants
Glycolysis occurs under anaerobic conditions	Origin of glycolysis pre-dates free atmospheric oxygen/photosynthesis
Glycolysis occurs only in the cytosol	Origin of glycolysis pre-dates cell types with membrane-bound organelles/eukaryotes/endosymbiosis

(c) A researcher estimates that, in a certain organism, the complete metabolism of glucose produces 30 molecules of ATP for each molecule of glucose. The energy released from the total oxidation of glucose under standard conditions is 686 kcal/mol. The energy released from the hydrolysis of ATP to ADP and inorganic phosphate under standard conditions is 7.3 kcal/mol. **Calculate** the amount of energy available from the hydrolysis of 30 moles of ATP. **Calculate** the efficiency of total ATP production from 1 mole of glucose in the organism. **Describe** what happens to the excess energy that is released from the metabolism of glucose.

	Calculation/description (1 point each box; 3 points maximum)
Calculate available energy in ATP	219 kcal
Calculate efficiency	0.31 - 0.32 or 31 - 32%
Describe fate of excess energy	Released as heat/increases entropy

(d) The enzymes of the Krebs cycle function in the cytosol of bacteria, but among eukaryotes the enzymes function mostly in the mitochondria. **Pose** a scientific question that connects the subcellular location of the enzymes in the Krebs cycle to the evolution of eukaryotes.

Question (1 point)

- A valid scientific question related to evolution of eukaryotes (e.g., Since the Krebs cycle occurs in the “cytoplasm” of the mitochondria (matrix), does it suggest that mitochondria were once prokaryotes?)

2015 SCORING GUIDELINES

Question 3

The amino-acid sequence of cytochrome *c* was determined for five different species of vertebrates. The table below shows the number of differences in the sequences between each pair of species.

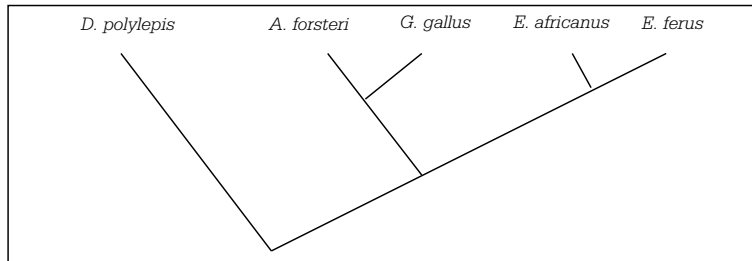
THE NUMBER OF AMINO ACID DIFFERENCES
IN CYTOCHROME *c* AMONG FIVE SPECIES

	<i>E. ferus</i>	<i>D. polylepis</i>	<i>G. gallus</i>	<i>A. forsteri</i>	<i>E. africanus</i>
<i>E. ferus</i>	0	21	11	13	1
<i>D. polylepis</i>		0	18	17	20
<i>G. gallus</i>			0	3	10
<i>A. forsteri</i>				0	12
<i>E. africanus</i>					0

- (a) Using the data in the table, **create** a phylogenetic tree on the template provided to reflect the evolutionary relationships of the organisms. **Provide reasoning** for the placement on the tree of the species that is least related to the others.

Phylogenetic tree (1 point)

NOTE: There can be free rotation around the nodes in the tree.



Reasoning (1 point)

- *D. polylepis* has the most differences in amino acids (or changes in DNA or proteins as they relate to amino acids).
- (b) **Identify** whether morphological data or amino acid sequence data are more likely to accurately represent the true evolutionary relationships among the species, and **provide reasoning** for your answer.

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Question 3 (continued)

Identification (1 point)

- Amino acid/molecular data

Reasoning (1 point)

- Morphology may be similar (due to convergent evolution/analogous structures) even if there are differences in amino acid/DNA sequences.
- Molecular data (e.g. amino acid changes, DNA changes) directly show genetic make-up/ reveal evolution.

OR

Identification (1 point)

- Morphological data

Reasoning (1 point)

- Similar molecular sequences may result in different morphologies.
- An example of species with similar proteins but different morphology (e.g., chimps and humans).

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Question 4

Both mitosis and meiosis are forms of cell division that produce daughter cells containing genetic information from the parent cell.

- (a) **Describe** TWO events that are common to both mitosis and meiosis that ensure the resulting daughter cells inherit the appropriate number of chromosomes.

Description (1 point each; 2 points maximum)

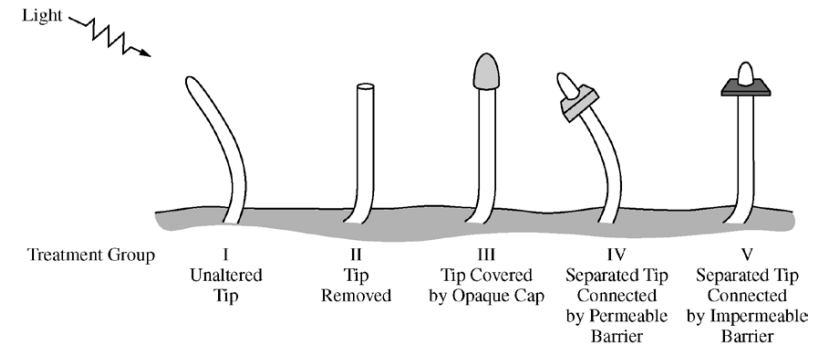
- Spindle elements (microtubules) form/attach to chromosomes
- Chromatin condenses
- Alignment of chromosomes across center of cell prior to chromosome separation
- Separation of chromatids/centromeres to daughter cells
- G2/M checkpoint occurs in both processes
- Replication or synthesis of DNA precedes mitosis/meiosis
- Cytokinesis separates daughter cells after mitosis/meiosis

- (b) The genetic composition of daughter cells produced by mitosis differs from that of the daughter cells produced by meiosis. **Describe** TWO features of the cell division processes that lead to these differences.

Feature	Description (1 point each row; 2 points maximum)	
	Mitosis	Meiosis
Number of divisions/ number of resulting cells	1 division/ 2 cells result	2 divisions/ 4 cells result
Ploidy of daughter cells	• Same as parent cell • Diploid • $(2n \rightarrow 2n \text{ or } n \rightarrow n)$	• Half of parent cell • Haploid • $(4n \rightarrow 2n; 2n \rightarrow n)$
Chromatids separate	Occurs	Not in meiosis I/only in meiosis II
Crossing over	Does not occur	Occurs
Homologous chromosomes separate/independently assort	Does not occur	Occurs

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Question 5



Phototropism in plants is a response in which a plant shoot grows toward a light source. The results of five different experimental treatments from classic investigations of phototropism are shown above.

- (a) **Give support** for the claim that the cells located in the tip of the plant shoot detect the light by comparing the results from treatment group I with the results from treatment group II and treatment group III.

Support (2 points maximum)

- In treatment II the tip is removed and the plant no longer bends toward light.
- In treatment III the cap blocks the light to the tip and the plant no longer bends toward light.

- (b) In treatment groups IV and V, the tips of the plants are removed and placed back onto the shoot on either a permeable or impermeable barrier. Using the results from treatment groups IV and V, **describe** TWO additional characteristics of the phototropism response.

Description (2 points maximum)

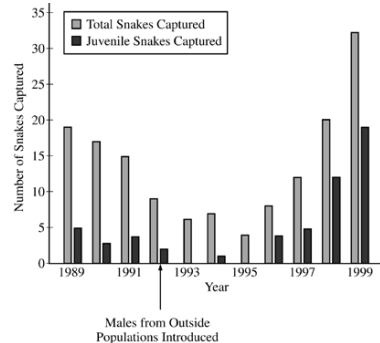
- Tip produces a substance/signal/hormone (auxin) in response to light causing the plants to bend
- Substance must diffuse from the tip causing the plants to bend

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Question 6

In an attempt to rescue a small isolated population of snakes from decline, a few male snakes from several larger populations of the same species were introduced into the population in 1992. The snakes reproduce sexually, and there are abundant resources in the environment.

The figure below shows the results of a study of the snake population, both before and after the introduction of the outside males. In the study, the numbers of captured snakes is an indication of the overall population size.



- (a) **Describe** ONE characteristic of the original population that may have led to the population's decline in size between 1989 and 1993.

Description (1 point)

- Lacked genetic diversity/variation
- Was an aged/post-reproductive population/not enough young snakes
- Had unfavorable sex ratio/too few males
- Possessed a harmful mutation/disease

- (b) **Propose** ONE reason that the introduction of the outside males rescued the snake population from decline.

Proposal (1 point)

- Increased genetic diversity in the population
- Increased reproductive success
- Established beneficial sex ratio/sufficient proportion of males for reproduction
- Introduced resistance to disease that was affecting the original population

- (c) **Describe** how the data support the statement that there are abundant resources in the environment.

Description (1 point)

- Population can/does grow
- If resources are limited population would not grow

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Question 7

Smell perception in mammals involves the interactions of airborne odorant molecules from the environment with receptor proteins on the olfactory neurons in the nasal cavity. The binding of odorant molecules to the receptor proteins triggers action potentials in the olfactory neurons and results in transmission of information to the brain. Mammalian genomes typically have approximately 1,000 functional odorant-receptor genes, each encoding a unique odorant receptor.

- (a) **Describe** how the signal is transmitted across the synapse from an olfactory sensory neuron to the interneuron that transmits the information to the brain.

Description (1 point)

- Neurotransmitters are released from the olfactory neuron and bind to receptors in the postsynaptic neuron.

- (b) **Explain** how the expression of a limited number of odorant receptor genes can lead to the perception of thousands of odors. Use the evidence about the number of odorant receptor genes to **support** your explanation.

Explanation and support (2 points maximum: points may be earned from only one row)

	Explanation (1 point)	Support (1 point)
Molecular	• One odorant molecule can be recognized by more than one odorant receptor • One odorant receptor can bind to more than one odorant molecule	Mathematical combinations expand possible odors detected
CNS Control	Signals integrated in the brain	Multiple interactions among neurons in the brain
Genetic	Alternate processing/splicing (of pre-mRNA/primary transcript)	Multiple receptors can be produced from a gene

2015 SCORING GUIDELINES**Question 8**

An individual has lost the ability to activate B-cells and mount a humoral immune response.

- (a) **Propose** ONE direct consequence of the loss of B-cell activity on the individual's humoral immune response to an initial exposure to a bacterial pathogen.

Proposal (1 point)

- Does not produce antibodies
- Does not produce memory B cells

- (b) **Propose** ONE direct consequence of the loss of B-cell activity on the speed of the individual's humoral immune response to a second exposure to the bacterial pathogen.

Proposal (1 point)

- Does not mount a faster response than the first response
- Mounts a second response at the same speed as the first response
- Mounts a second response more slowly than would a normal individual

- (c) **Describe** ONE characteristic of the individual's immune response to the bacterial pathogen that is not affected by the loss of B cells.

Description (1 point)

- Cell-mediated immunity still active
- Components of cell mediated immunity (e.g., Natural Killer/ Cytotoxic T cells) still active
- Nonspecific immune response remains active
- Components of non-specific immunity (e.g., macrophage/ phagocyte, epidermis) still active