

4 points**Question 3: Scientific Investigation**

Buffelgrass, an invasive grass species in southwestern desert ecosystems, is threatening the saguaro cactus, a keystone species in these ecosystems. Buffelgrass is drought-tolerant and can survive wildfires. However, the dry buffelgrass also acts as fuel for wildfires, causing the fires to be more severe. Older saguaro cacti can survive wildfires; however, many of the young cacti cannot.

Scientists conducted an experiment to determine whether they could control the abundance of the buffelgrass population. The scientists identified several native grass species that, when grown with buffelgrass, might reduce the abundance of buffelgrass. They grew buffelgrass in the presence of several different native grass species in greenhouses, in either nondrought (watered every 3 days) or drought (watered every 9 days) conditions. After twelve weeks, they measured the height and dry weight of the buffelgrass in each treatment group.

- | | | |
|----------|--|----------------|
| A | Describe the effect that removing a keystone species will have on an ecosystem.
Examples of acceptable responses may include the following: | 1 point |
| | <ul style="list-style-type: none"> (Removal of a keystone species) reduces <u>biodiversity/diversity/resilience</u> (of the ecosystem). (Removal of a keystone species) will cause the ecosystem to collapse. | |
| B | Identify a control group the scientists should include in their experiment.
Examples of acceptable responses may include the following: | 1 point |
| | <ul style="list-style-type: none"> (A treatment group with) only buffelgrass planted (A treatment group with) no native grass species | |
| C | State the null hypothesis of the experiment in which buffelgrass is grown in the presence of native grass species.
Examples of acceptable responses may include the following: | 1 point |
| | <ul style="list-style-type: none"> There will be no <u>difference in/effect on</u> the <u>abundance/dry weight/height/size</u> of buffelgrass (when grown alone as compared with) when grown with native plants. There will be no <u>difference in/effect on</u> the <u>abundance/dry weight/height/size</u> of buffelgrass grown in drought and nondrought conditions. | |
| D | Scientists have found that the population growth rates of native grasses are much slower than the population growth rate of buffelgrass following a wildfire. The scientists claim that wildfires will therefore increase the abundance of buffelgrass plants in the ecosystem. Based on the information given, justify the scientists' claim.
Examples of acceptable responses may include the following: | 1 point |
| | <ul style="list-style-type: none"> (With fewer native plant species after a wildfire) buffelgrass will have <u>less competition/no competition</u> (for resources). (With fewer native plant species after a wildfire) buffelgrass will have more resources (for growth, development, and reproduction). | |

4 points**Question 4: Conceptual Analysis**

The common wild oat is native to regions of Europe and Asia but is an invasive species in central California grasslands. In California, the common wild oat has almost completely replaced some species of native bunchgrass. Researchers found that aphids, a type of small insect that often carries plant viruses, have a much higher reproductive rate in grasslands that include the common wild oat than in grasslands composed of only native bunchgrass species. Additionally, the viruses carried by the aphids appear to affect only the native bunchgrasses and not the common wild oat. Native bunchgrasses infected by the virus have much higher death rates than do native bunchgrasses that are not infected.

- | | | |
|------------|--|----------------|
| (a) | Describe the change in the resilience of an ecosystem when there is a decrease in the number of species.
<ul style="list-style-type: none"> (The resilience of the ecosystem) will decrease. | 1 point |
| (b) | Explain how the addition of the common wild oat affects the number of native bunchgrass plants that can be supported by the California grasslands ecosystem.
Accept one of the following:
<ul style="list-style-type: none"> (The addition of the wild oat) limits the resources available (to the native plants), resulting in a decrease (in the population size). (The addition of the wild oat) <u>enables the aphid population to increase/increases the exposure to viruses</u>, resulting in a decrease (in the population size of the native bunchgrass). | 1 point |
| (c) | Researchers suggest adding ladybugs, predators of aphids, to the California grasslands. Predict the effect of adding ladybugs on the abundance of the native bunchgrass population.
<ul style="list-style-type: none"> (The native bunchgrass population) will increase (in abundance). | 1 point |
| (d) | Justify your prediction in part (c).
<ul style="list-style-type: none"> (Adding ladybugs) will decrease the number of aphids, which will cause a decrease in the <u>transmission of/infection by</u> plant viruses. | 1 point |

Total for question 4 4 points

Question 5: Analyze Model or Visual Representation of a Biological Concept or Process 4 points

The following models represent all the interacting species in two different communities with some of the same species and feeding relationships. These models assume that both communities have the same initial biomass. The models can be used to understand the effects of human activities on the communities.

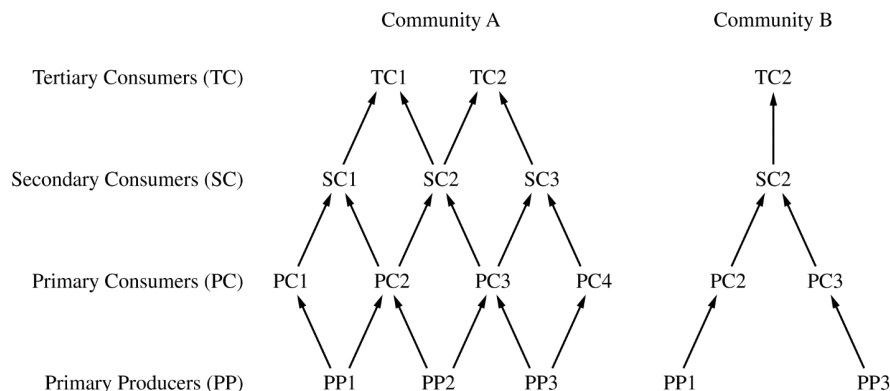


Figure 1. Models of two different communities with some of the same species

- (a) **Describe** a characteristic of a community that makes a species invasive in that community but not invasive in a different community. 1 point

Accept one of the following:

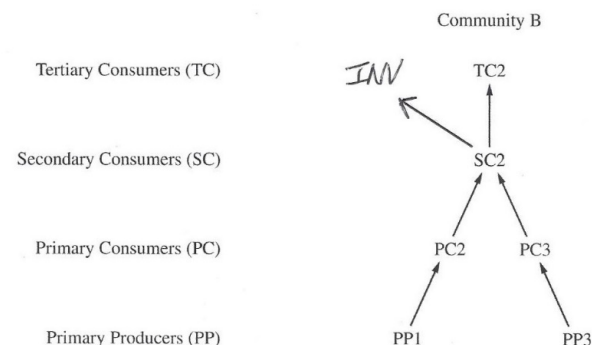
- There are no/reduced numbers of natural predators of the species in the community where it is invasive.
- There are no/reduced numbers of competitors of the species in the community where it is invasive.
- There are no/reduced numbers of diseases to which the species is susceptible in the community where it is invasive.

- (b) **Explain** why removing species PP1 will have a greater effect on community B than on community A. 1 point

Accept one of the following:

- In community B, there will be decreases in PC2, SC2, and TC2 / PC2, SC2, and PC3. In community A, PC2 has alternative food sources.
- With fewer/less diverse primary producers (and primary consumers), there are fewer paths for energy to move through the community.
- With fewer species/fewer feeding interactions/less diversity, community B will be less resilient to future environmental change.

- (c) An invasive species (INV) that eats individuals of species SC2 is introduced into community B. Using the template in the space provided for your response, for community B, indicate the feeding relationship for this invasive species by correctly placing **INV** to represent the invasive species and **an arrow** to represent the feeding relationship within community B. 1 point
- INV should be added in a position that is horizontally aligned with TC2. An arrow should point from SC2 to INV.



- (d) **Explain** how human activities that add toxins to the soil could change a community with many species at each trophic level, such as community A, into a community with few species at each trophic level, such as community B. 1 point

Accept one of the following:

- The activities could eliminate primary producers, which reduces species diversity at higher trophic levels.
- The activities could cause biomagnification of the toxins, reducing species diversity at higher trophic levels.

Total for question 5 4 points

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Question

TABLE 1. EFFECT OF 0.1 mM CAFFEINE ON MEMORY IN BEES

Treatment	Memory (average probability of revisiting a nectar source $\pm 2SE_{\bar{x}}$)	
	10 Minutes	24 Hours
Control	0.72 ± 0.09	0.41 ± 0.07
Caffeine	0.83 ± 0.07	0.78 ± 0.08

In flowering plants pollination is a process that leads to the fertilization of an egg and the production of seeds. Some flowers attract pollinators, such as bees, using visual and chemical cues. When a bee visits a flower, in addition to transferring pollen, the bee can take nectar from the flower and use it to make honey for the colony.

Nectar contains sugar, but certain plants also produce caffeine in the nectar. Caffeine is a bitter-tasting compound that can be toxic to insects at high concentrations. To investigate the role of caffeine in nectar, a group of researchers studied the effect of 0.1 mM caffeine on bee behavior. The results of an experiment to test the effect of caffeine on bees' memory of a nectar source are shown in Table 1.

On the axes provided, **construct** an appropriately labeled graph to illustrate the effect of caffeine on probability of bees revisiting a nectar source (memory). **(3 points)**

Construct graph (3 points)

- Correctly plotted means on a bar graph/modified bar graph
- Appropriate labels, units, and scaling
- Correctly plotted error bars

Based on the results, **describe** the effect of caffeine on each of the following: **(2 points)**

- Short-term (10 minute) memory of a nectar source
- Long-term (24 hour) memory of a nectar source

Description (2 points)

Short-term	Caffeine does not affect short-term memory/memory at 10 minutes.
Long-term	Caffeine improves/increases the long-term memory/memory at 24 hours.

Design an experiment using artificial flowers to investigate potential negative effects of increasing caffeine concentrations in nectar on the number of floral visits by bees. **Identify** the null hypothesis, an appropriate control treatment, and the predicted results that could be used to reject the null hypothesis. **(3 points)**

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Question continued)

Identification (3 points; 1 point per row)

Null hypothesis	Increasing caffeine concentration has no effect (on the number of floral visits by bees).
Control	(Nectar/flowers with) no caffeine
Predicted results	• The number of floral visits by bees is different at increasing caffeine concentrations. • The number of floral visits by bees is different than the control.

Researchers found that nectar with caffeine tends to have a lower sugar content than nectar without caffeine. Plants use less energy to produce the caffeine in nectar than they do to produce the sugar in nectar. **Propose ONE benefit** to plants that produce nectar with caffeine and a lower sugar content. **Propose ONE cost** to bees that visit the flowers of plants that produce nectar with caffeine and a lower sugar content. **(2 points)**

Proposed plant benefit (1 point)

- More pollen is transferred/more visits by pollinators.
- Plants store energy/have more energy available for other uses.

Proposed bee cost (1 point)

- (Individual) bees visit more flowers.
- (Individual) bees use more energy.
- The colony/bees may produce less honey
- The colony/bees may produce lower quality honey/honey that provides less energy.

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Question 2

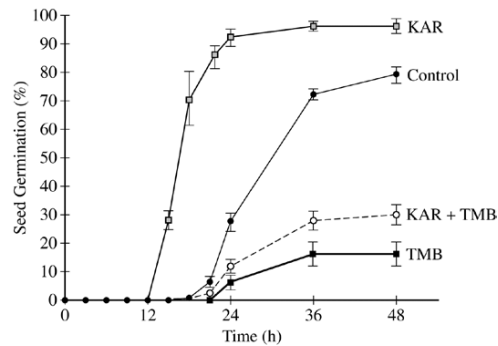


Figure 1. The effect of karrikins (KAR) and trimethylbutenolides (TMB) on seed germination in *Lactuca* plants. Error bars represent $\pm 2SE_{\bar{x}}$.

Fires frequently occur in some ecosystems and can destroy all above-ground vegetation. Many species of plants in these ecosystems respond to compounds in smoke that regulate seed germination after a major fire. Karrikins (KAR) and trimethylbutenolides (TMB) are water-soluble compounds found in smoke that are deposited in the soil as a result of a fire. KAR and TMB bind to receptor proteins in a seed. In a study on the effects of smoke on seeds, researchers recorded the timing and percent of seed germination in the presence of various combinations of KAR and TMB. The results are shown in Figure 1.

In a second investigation into the effect of available water on seed germination after a fire, researchers treated seeds with KAR or TMB. The treated seeds were then divided into two treatment groups. One group received a water rinse and the other group received no water rinse. The seeds were then incubated along with a group of control seeds that were not treated. The results are shown in the table.

EFFECT OF CHEMICAL TREATMENT AND WATER RINSE ON GERMINATION

Treatment Group	Chemical Treatment		Water Rinse	Germination Result
	KAR	TMB		
1 (control)	–	–	–	Control result
2	+	–	–	Different from control
3	–	+	–	Different from control
4 (control)	–	–	+	Control result
5	+	–	+	Different from control
6	–	+	+	Same as control

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Question 2 (continued)

(a) The researchers made the following claims about the effect of KAR and the effect of TMB on seed germination relative to the control treatment.

- KAR alone affects the timing of seed germination.
- KAR alone affects the percentage of seeds that germinate.
- TMB alone affects the timing of seed germination.
- TMB alone affects the percentage of seeds that germinate.

Provide support using data from Figure 1 for each of the researchers' claims. (4 points)

Claim	Support (1 point each row; 4 points maximum)
KAR affects timing	• germination starts earlier/sooner/faster/quicker
KAR affects percentage	• higher percentage of seeds germinate in the presence of only KAR
TMB affects timing	• germination starts later/slower
TMB affects percentage	• lower percentage of seeds germinate in presence of only TMB

(b) **Make a claim** about the effect of rinsing on the binding of KAR to the receptor in the seed and about the effect of rinsing on the binding of TMB to the receptor in the seed. Identify the appropriate treatment groups and results from the table that, when compared with the controls, **provide support** for each claim. (4 points)

Claim (2 points maximum; 1 point for KAR; 1 for TMB)	Support (2 points maximum; 1 point for KAR; 1 for TMB)				
• KAR remains (bound after rinsing) • Rinsing does not affect KAR (binding)	KAR with no rinse	KAR with rinse	different than	Controls	
	Group 2	Group 5		Group 1	Group 4
• TMB does not remain (bound)	TMB with no rinse		different than	Control	
	Group 3			Group 1	
• Rinsing affects TMB (binding)	TMB with rinse		same as	Control	
	Group 6			Group 4	

(c) There is intense competition by plants to successfully colonize areas that have been recently cleared by a fire. **Describe** ONE advantage of KAR regulation and ONE advantage of TMB regulation to plants that live in an ecosystem with regular fires. (2 points)

Description (1 point per row; 2 points maximum)	
Advantage of KAR regulation	• Germination occurs at times of increased resources availability. • Plants with KAR regulation can outcompete other plants (without KAR regulation). • Germination occurs when fewer competitors are present/land is barren.
Advantage of TMB regulation	• Plants with TMB regulation do not germinate/can maintain seed dormancy until (enough) water is available. • Plants with TMB regulation do not germinate in a dry environment.

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Question 3

Gibberellin is the primary plant hormone that promotes stem elongation. GA 3-beta-hydroxylase (GA3H) is the enzyme that catalyzes the reaction that converts a precursor of gibberellin to the active form of gibberellin. A mutation in the *GA3H* gene results in a short plant phenotype. When a pure-breeding tall plant is crossed with a pure-breeding short plant, all offspring in the F₁ generation are tall. When the F₁ plants are crossed with each other, 75 percent of the plants in the F₂ generation are tall and 25 percent of the plants are short.

		Second Base in Codon				
		U	C	A	G	
First Base in Codon	U	UUU } Phe UUC } UUA } Leu UUG }	UCU } UCC } Ser UCA } UCG }	UAU } Tyr UAC } UAA } Stop UAG } Stop	UGU } Cys UGC } UGA } Stop UGG } Trp	U C A G
	C	CUU } CUC } Leu CUA } CUG }	CCU } CCC } Pro CCA } CCG }	CAU } His CAC } CAA } Gln CAG }	CGU } CGC } Arg CGA } CGG }	U C A G
	A	AUU } Ile AUC } AUA } AUG } Met or Start	ACU } ACC } Thr ACA } ACG }	AAU } Asn AAC } AAA } Lys AAG }	AGU } Ser AGC } AGA } Arg AGG }	U C A G
	G	GUU } Val GUC } GUA } GUG }	GCU } GCC } Ala GCA } GCG }	GAU } Asp GAC } GAA } Glu GAG }	GGU } GGC } Gly GGA } GGG }	U C A G

Figure 1. The universal genetic code

- (a) The wild-type allele encodes a GA3H enzyme with alanine (Ala), a nonpolar amino acid, at position 229. The mutant allele encodes a GA3H enzyme with a threonine (Thr), a polar amino acid, at position 229.

Describe the effect of the mutation on the enzyme and **provide reasoning** to support how this mutation results in a short plant phenotype in homozygous recessive plants. (2 points)

Description (1 point)	Reasoning (1 point)
The amino acid substitution changes the shape/structure/function of the protein.	The mutation decreases/eliminates gibberellin production.

- (b) Using the codon chart provided, **predict** the change in the codon sequence that resulted in the substitution of alanine for threonine at amino acid position 229. (1 point)

Prediction (1 point maximum)

- G ↔ A in the first position (of the codon)
- 5'-GCN-3' ↔ 5'-ACN-3'
- 5'-NGC-3' ↔ 5'-NGT-3' in the template strand of DNA

- (c) **Describe** how individuals with one (heterozygous) or two (homozygous) copies of the wild-type *GA3H* allele can have the same phenotype. (1 point)

Description (1 point)

- Enough active enzyme is produced from one wild-type/dominant allele.
- Enough gibberellin is produced in the presence of one wild-type/dominant allele.

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Question 4

DIETARY COMPOSITION OF ORGANISMS IN AN AQUATIC ECOSYSTEM

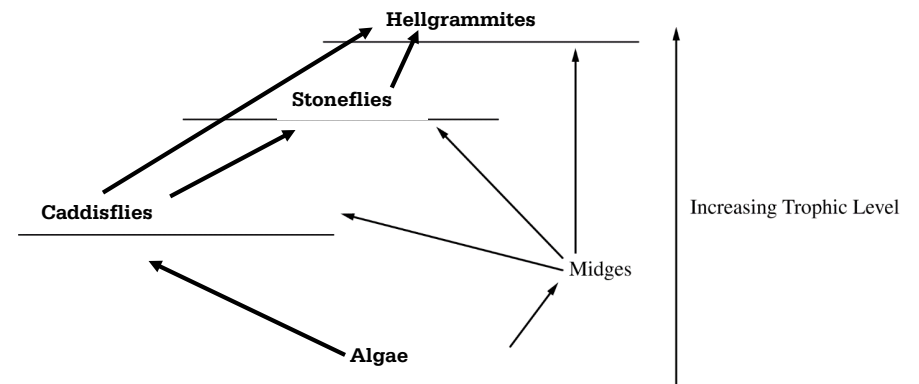
Organism	Food Source (% of diet)				
	Algae	Stoneflies	Midges	Hellgrammites	Caddisflies
Algae					
Stoneflies			90		10
Midges	100				
Hellgrammites		20	10		70
Caddisflies	70		30		

The table above shows how much each organism in an aquatic ecosystem relies on various food sources. The rows represent the organisms in the ecosystem, and the columns represent the food source. The percentages indicate the proportional dietary composition of each organism. High percentages indicate strong dependence of an organism on a food source.

- (a) Based on the food sources indicated in the data table, **construct** a food web in the template below. Write the organism names on the appropriate lines AND draw the arrows necessary to indicate the energy flow between organisms in the ecosystem. (2 points)

Construction of food web (2 points maximum)

- All four organisms placed on the appropriate lines
- All four arrows correctly drawn between organisms



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Question 4 (continued)

(b) In an effort to control the number of midges, an area within the ecosystem was sprayed with the fungus *Metarhizium anisopliae*, which significantly decreased the midge population. Based on the data in the table, **predict** whether the spraying of the fungus will have the greatest short-term impact on the population of the stoneflies, the caddisflies, or the hellgrammites. **Justify** your prediction. (2 points)

Prediction (1 point)

- Stoneflies

Justification (1 point)

- Stoneflies have a higher dependence on the midges than do the hellgrammites and caddisflies.
- Midges are 90 percent of the stonefly diet, while 30 percent of the caddisfly and 10 percent of the hellgrammite diet are midges.

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Question 5

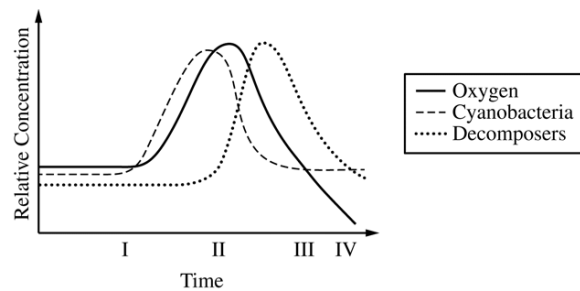


Figure 1. Characteristics of a pond community over time

Microcystis aeruginosa is a freshwater photosynthetic cyanobacterium. When temperatures increase and nutrients are readily available in its pond habitat, *M. aeruginosa* undergoes rapid cell division and forms an extremely large, visible mass of cells called an algal bloom. *M. aeruginosa* has a short life span and is decomposed by aerobic bacteria and fungi. **Identify** the metabolic pathway and the organism that is primarily responsible for the change in oxygen level in the pond between times I and II AND between times III and IV.

Identification (2 points per row; 4 points maximum)

Time Period	Metabolic pathway (1 point per box)	Organism (1 point per box)
I – II	Photosynthesis	Cyanobacteria (<i>M. aeruginosa</i>)
III – IV	Cellular respiration	Decomposers/fungi/bacteria

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Question 6

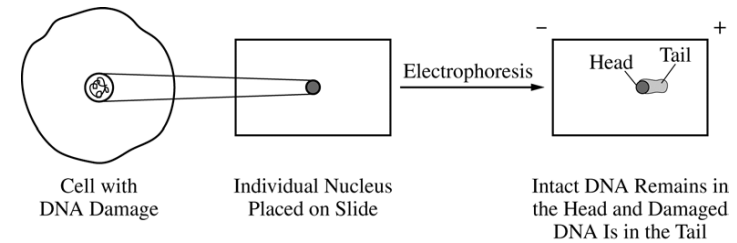


Figure 1. Comet assay to detect double-stranded breaks in DNA

A comet assay is a technique used to determine the amount of double-strand breaks in DNA (DNA damage) in cells. The nucleus of an individual cell is placed on a microscope slide coated with an agarose gel. An electric current is applied to the gel that causes DNA to move (electrophoresis), and the DNA is stained with a fluorescent dye. When viewed using a microscope, undamaged DNA from the nucleus appears as a round shape (the head), and the fragments of damaged DNA extend out from the head (the tail). The length of the tail corresponds to the amount of the damage in the DNA (see Figure 1).

- (a) To explain the movement of DNA fragments in the comet assay, **identify** one property of DNA and **provide reasoning** to support how the property contributes to the movement during the comet assay technique. (2 points; both points must be earned from the same row.)

Identification (1 point)	Reasoning (1 point)
DNA has a (negative) charge.	DNA moves toward the positive/oppositely charged pole.
DNA can be different sizes.	(Different size DNA fragments) move at different rates.

- (b) In a different experiment, cells are treated with a chemical mutagen that causes only nucleotide substitutions in DNA. **Predict** the likely results of a comet assay for this treatment. (1 point)

Prediction (1 point)

- Head (only) OR (head with) no tail.
- Tail will be shorter than a cell with double-stranded breaks in DNA.

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Question 7

Many species of bacteria grow in the mouths of animals and can form biofilms on teeth (plaque). Within plaque, the outer layers contain high levels of oxygen and the layers closest to the tooth contain low levels of oxygen. The surface of the tooth is covered in a hard layer of enamel, which can be dissolved under acidic conditions. When the enamel breaks down, the bacteria in plaque can extract nutrients from the tooth and cause cavities.

Certain types of bacteria (e.g., *Streptococcus mutans*) thrive in the innermost anaerobic layers of the plaque and are associated with cavities. Other types of bacteria (*Streptococcus sanguinis*) compete with *S. mutans* but are unable to thrive in acidic environments.

- (a) **Identify** the biochemical pathway *S. mutans* uses for metabolizing sugar and **describe** how the pathway contributes to the low pH in the inner layers of plaque. **(2 points; both points must be earned from the same row.)**

Identification	Description
fermentation	(lactic) acid/lactate
anaerobic respiration	acid
glycolysis	(pyruvic) acid/pyruvate

- (b) Normal tooth brushing effectively removes much of the plaque from the flat surfaces of teeth but cannot reach the surfaces between teeth. Many commercial toothpastes contain alkaline components, which raise the pH of the mouth. **Predict** how the population sizes of *S. mutans* AND *S. sanguinis* in the bacterial community in the plaque between the teeth are likely to change when these toothpastes are used. **(1 point)**

Prediction (1 point)

- S. mutans* decreases AND *S. sanguinis* increases

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Question 8

Estrogens are small hydrophobic lipid hormones that promote cell division and the development of reproductive structures in mammals. Estrogens passively diffuse across the plasma membrane and bind to their receptor proteins in the cytoplasm of target cells.

- (a) **Describe** ONE characteristic of the plasma membrane that allows estrogens to passively cross the membrane. **(1 point)**

Description (1 point)

- Hydrophobic/nonpolar
- Space between phospholipids

- (b) In a laboratory experiment, a researcher generates antibodies that bind to purified estrogen receptors extracted from cells. The researcher uses the antibodies in an attempt to treat estrogen-dependent cancers but finds that the treatment is ineffective. **Explain** the ineffectiveness of the antibodies for treating estrogen-dependent cancers. **(2 points)**

Explanation (2 points)

- Antibodies are unable to enter the cell.
- (Extracellular) antibodies will not bind to (intracellular) estrogen receptors.

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Question 1

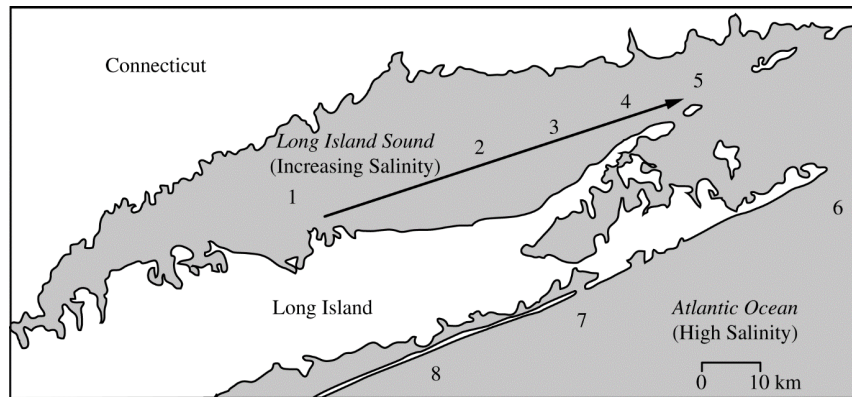


Figure 1. Sampling sites of marine mussels at various locations (1-8) in Long Island Sound and the Atlantic Ocean

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 *lap*⁹⁴ 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 *lap*⁹⁴ allele in the marine mussel populations in Long Island Sound. **Predict** the likely *lap*⁹⁴ 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>lap</i>⁹⁴ frequency increases • As salinity decreases <i>lap</i>⁹⁴ 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 *lap*⁹⁴ 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 *lap*⁹⁴ 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>lap</i>⁹⁴ allele are more likely to survive in high salinity/less likely to survive in low salinity. • Mussels without <i>lap</i>⁹⁴ 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>lap</i>⁹⁴ allele will osmoregulate. • Mussels in low salinity with <i>lap</i>⁹⁴ allele will not osmoregulate.

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Question 2

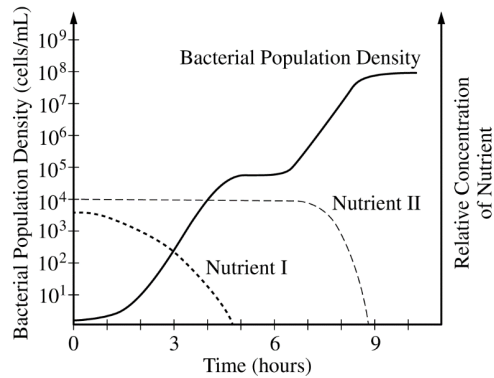


Figure 1. Bacterial population growth in the presence of two nutrients (nutrient I and nutrient II)

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

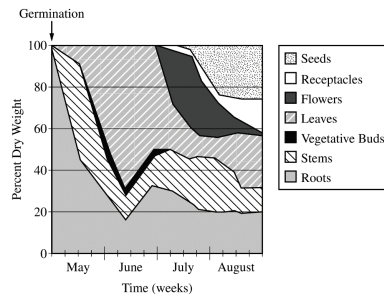


Figure 1. Percent dry weight of different plant structures during the growing season for an annual plant

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

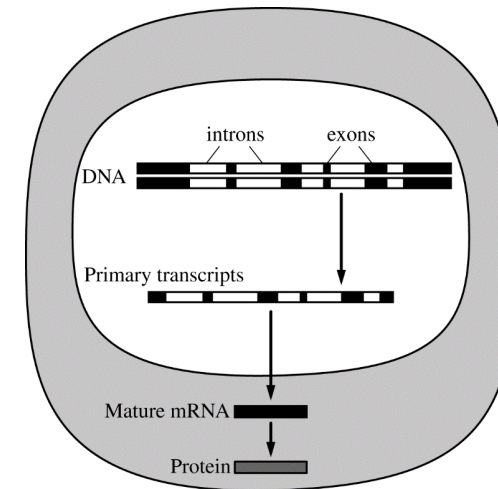
- (c) Compared with perennials (plants that live more than two years), annual plants often allocate a much greater percentage of their total energy to growth of their reproductive parts in any given year. **Propose** ONE evolutionary advantage of the energy allocation strategy in annual plants compared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

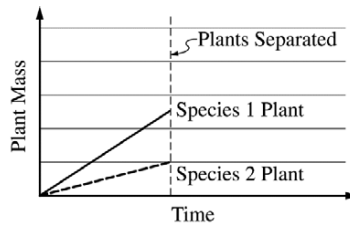
- 15 kb
- Longer than the mature mRNA in the eukaryote

Justification (1 point)

- mRNA processing typically does not occur in prokaryotes

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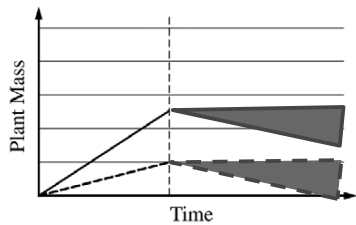
Question 5



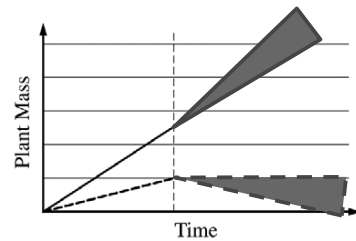
The graph above shows the mass of plants from two different species over time. The plants grew while attached to each other. The plants were separated at the time indicated by the vertical line in the graph.

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

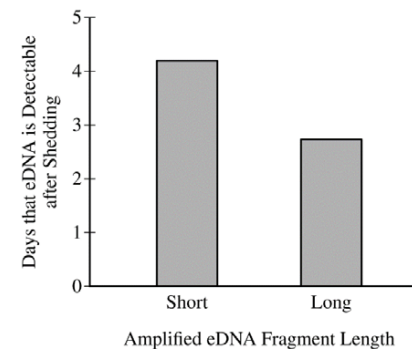


Figure 1. Detectability of eDNA fragments of varying lengths

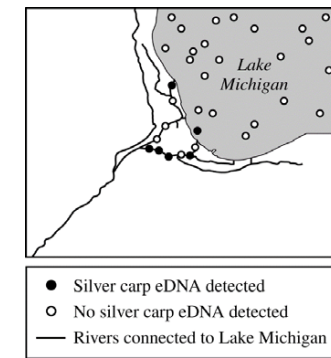


Figure 2. Map of the waterways that connect a nearby river system to Lake Michigan

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.

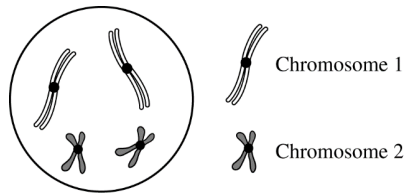
Provide reasoning other than human error to support the researchers' claim. (1 point)

Reasoning (1 point)

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

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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

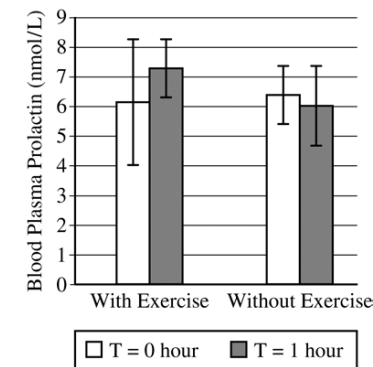


Figure 1. Effect of exercise on blood prolactin levels in adult males. The data represent the mean $\pm 2SE_{\bar{x}}$.

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 $\pm 2SE_{\bar{x}}$.

AP[®] Biology

2014 Scoring Guidelines

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2014 SCORING GUIDELINES

Question 1

Trichomes are hairlike outgrowths of the epidermis of plants that are thought to provide protection against being eaten by herbivores (herbivory). In a certain plant species, stem trichome density is genetically determined.

To investigate variation in stem trichome density within the plant species, a student counted the number of trichomes on the stems of six plants in each of three different populations. The student used the data to calculate the mean trichome density (numbers of hairs per square centimeter) for each population. The results are provided in the table below.

TRICHOME DENSITY IN THREE PLANT POPULATIONS (number of trichomes/cm²)

Population	Plant 1	Plant 2	Plant 3	Plant 4	Plant 5	Plant 6	Sample Mean	Standard Error of the Mean (SEM)
I	8	11	9	10	8	6	9	1
II	12	6	15	9	13	8	11	1
III	13	17	9	14	12	16	14	1

- (a) On the axes provided, **create** an appropriately labeled graph to illustrate the sample means of the three populations to within 95 percent confidence (i.e., sample mean $\pm$ 2 SEM). **(3 points maximum; LO 1.1)**
- Correctly labeled, scaled, with proper units
 - Bar graph or modified bar graph with appropriately plotted means
 - 2x standard error (SEM) above and below means
- (b) Based on the sample means and standard errors of the means, **identify** the two populations that are most likely to have statistically significant differences in the mean stem trichome densities. **Justify** your response. **(2 points maximum; LO 4.11, 4.19)**
- Identification **(1 point)**
- Populations I and III
- Justification **(1 point)**
- The error bars/95 percent confidence intervals for populations I and III do not overlap
 - (Sample mean + 2 SEM of population I) < (Sample mean – 2 SEM of population III)

2014 SCORING GUIDELINES

Question 1 (continued)

- (c) **Describe** the independent and dependent variables and a control treatment for an experiment to test the hypothesis that higher trichome density in plants is selected for in the presence of herbivores. Also **identify** an appropriate duration of the experiment to ensure that natural selection is measured and **predict** the experimental results that would support the hypothesis. (5 points maximum; LO 1.5, 1.11)

NOTE: Points are earned in a single row only.

Independent Variable (1 point)	Dependent Variable (1 point)	Control (1 point)	Duration (1 point)	Prediction (1 point)
Presence of herbivores	Trichome density	Absence of herbivores	More than one generation	Increased trichome density relative to control
Trichome density in the presence of herbivores	Reproductive success OR # of plants	Plants with lower trichome density	More than one generation	Size of the population with higher trichome density will be larger than control population

SCORING GUIDELINES

Question 2

Mammalian milk contains antibodies that are produced by the mother's immune system and passed to offspring during feeding. Mammalian milk also contains a sugar (lactose) and may contain proteins (protein A, protein B, and casein), as indicated in the table.

MILK COMPONENTS IN DIFFERENT MAMMALS

Character	Cat	Cow	Horse	Human	Pig
Lactose	+	+	+	+	+
Protein A	+	+	+	+	+
Protein B	–	+	+	–	+
Casein	–	+	+	–	+

+ indicates the presence of the character, and – indicates the absence of a character

Using the data in the table, **construct** a cladogram on the template provided to indicate the most likely evolutionary relationships among the different mammals. **Indicate** on the cladogram where each of the characters most likely arose in the evolutionary process, and **justify** the placement of the characters on the cladogram. (3 points maximum; LO 1.18, 1.19)

NOTE: Points are earned in one column only.

Justification (1 point)	Justification (1 point)
Lactose and Protein A arose in a common ancestor to all 5 animals. Protein B and Casein arose only in the common ancestor to the pig/cow/horse clade/branch.	Lactose, Casein, Protein A, and Protein B arose in a common ancestor to all 5 animals. Protein B and Casein were lost in the common ancestor to the cat/human clade/branch.

SCORING GUIDELINES

Question 2 (continued)

Describe FOUR steps in the activation of the mother's specific immune response following exposure to a bacterial pathogen. Predict how the mother's immune response would differ upon a second exposure to the same bacterial pathogen a year later. **(5 points maximum; LO 2.29).**

Description **(1 point each; 4 points maximum)**

- Endocytosis of antigen by dendritic cell/macrophage/B-cell
- Degradation of antigen
- Antigen complexed with MHC molecule
- Presentation of antigen on surface of cell
- Recognition of antigen on surface of antigen presenting cell by (helper) T-cell
- Activation of signal transduction mechanism in T-cell
- Activation of (helper) T-cell
- (Helper) T-cells release chemicals that recruit/activate B-cells
- Antigen recognition by B-cell
- Activation of signal transduction mechanism in B-cell
- Activated B-cell or T-cell will clone itself
- Plasma cells/B-cells produce antibodies
- Antibodies recognize antigen
- Antibody binding to antigen is specific
- Memory B cells/memory helper T cells are produced

Prediction **(1 point)**

- Results in more rapid immune response
- Presence of memory cells
- Greater production of antibodies
- Antibodies circulate longer
- Antibodies have a greater affinity for the antigen

Predict the most likely consequence for a nursing infant who is exposed to an intestinal bacterial pathogen (e.g., *Salmonella*) to which the mother was exposed three months earlier. **Justify** your prediction. **(2 points maximum; LO 4.9, 2.40, 2.36)**

NOTE: Points are earned in a single row only.

Prediction (1 point)	Justification (1 point)
Infant will be protected/not get sick	Antibodies are passed to infant <i>in utero</i> /via breast milk/infant receives B-cells in breast milk
Infant will become sick/die	Insufficient antibodies were transferred to the offspring/infant exposed to high infecting dose of the pathogen

SCORING GUIDELINES

Question

As part of a new suburban development, a sports complex consisting of athletic fields and buildings is constructed in a formerly wooded area.

Predict ONE ecological consequence on the local plant community that is likely to result during the site preparation and construction of the sports complex. **Justify** your prediction. **(2 points maximum; LO 4.16, 2.21, 4.21)**

Predicted consequences on plant community (1 point)	Justification of prediction (1 point)
Plant death / Loss of plant biomass	• Removing trees/shrubs • Pollution from construction equipment • Fewer individuals for reproduction • Altered habitat, e.g. change in amount of sunlight, obstruction by buildings, isolation of populations
Reduced number of plant species / Loss of biodiversity	• Removal of trees/shrubs • Reduced habitat • Pollution from construction kills local species
Decreased genetic diversity	Reduction in population size / bottleneck
Habitat loss	• Removal of trees/shrubs • Soil loss due to lack of ground cover
Increased success of sun-tolerant plants	Removal of shading trees
Introduction / Immigration of new plant species	Creation of new habitat and landscaped environments

SCORING GUIDELINES

Question 3 (continued)

To maintain the playing fields, large quantities of water and chemicals are applied regularly to the grass-covered areas. **Predict** ONE effect on the local animal community that might result from regular use and maintenance of the playing fields. **Justify** your prediction. (2 points maximum; 6, 2.21, 4.21)

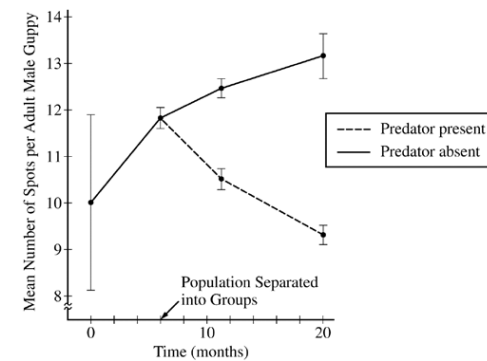
Predicted consequence on animal community (1 point)	Justification of prediction (1 point)
Harm to animals	- Exposure to toxic chemicals - Toxic chemicals accumulate through the food chain Persist in the environment - Contaminated groundwater
Emigration Displacement	- Loss of habitat and/or food - Loss of access - Exposure to toxic chemicals
Loss of native animal biodiversity	- Loss of plants on which the animals depend - Loss of habitat
Mutations	Chemicals effect on DNA
Improved conditions for animals	Increased food sources
Immigration of new animal species	Formation of new habitat
Less potable/drinking water for animals	- Increased salinity in water reservoir - Removal of water from reservoir / wells - Contamination of water with chemicals

2014 SCORING GUIDELINES

Question 4

Adult male guppies (*Poecilia reticulata*) exhibit genetically determined spots, while juvenile and adult female guppies lack spots. In a study of selection, male and female guppies from genetically diverse populations were collected from different mountain streams and placed together in an isolated environment containing no predators.

The study population was maintained for several generations in the isolated area before being separated into two groups. One group was moved to an artificial pond containing a fish predator, while a second group was moved to an artificial pond containing no predators. The two groups went through several generations in their new environments. At different times during the experiment, the mean number of spots per adult male guppy was determined as shown in the figure below. Vertical bars in the figure represent two standard errors of the mean (SEM).



- (a) **Describe** the change in genetic variation in the population between 0 and 6 months and **provide** reasoning for your description based on the means and SEM. (2 points maximum; LO 1.2, 2.24, 4.12, 4.26)

Describe change (1 point)	Provide reasoning (1 point)
Genetic variation is decreasing	SEM gets smaller

- (b) **Propose** ONE type of mating behavior that could have resulted in the observed change in the number of spots per adult male guppy between 6 and 20 months in the absence of the predator. (1 point; LO 1.2, 1.5, 2.40, 3.26, 3.40)

- Sexual selection for individuals with more spots
- Random mating behavior resulted in increased number of spots by chance

2014 SCORING GUIDELINES

Question 4 (continued)

- (c) **Propose** an evolutionary mechanism that explains the change in average number of spots between 6 and 20 months in the presence of the predator.

(1 point; LO 1.2, 3.26, 4.19)

- Directional selection against individuals with large numbers of spots
- Directional selection for individuals with fewer spots
- Natural selection used in context
- Genetic drift resulted in several generations of decreased numbers of spots

SCORING GUIDELINES

Question

Genetically modified crops have been developed that produce a protein that makes the plants resistant to insect pests. Other genetic modifications make the crops more resistant to chemicals that kill plants (herbicides).

Describe TWO potential biological risks of large-scale cultivation and use of such genetically modified plants. (2 points maximum)

For each of the risks you described in part (a), **propose** a practical approach for reducing the risk. (2 points maximum; LO 4.21, 2.23)

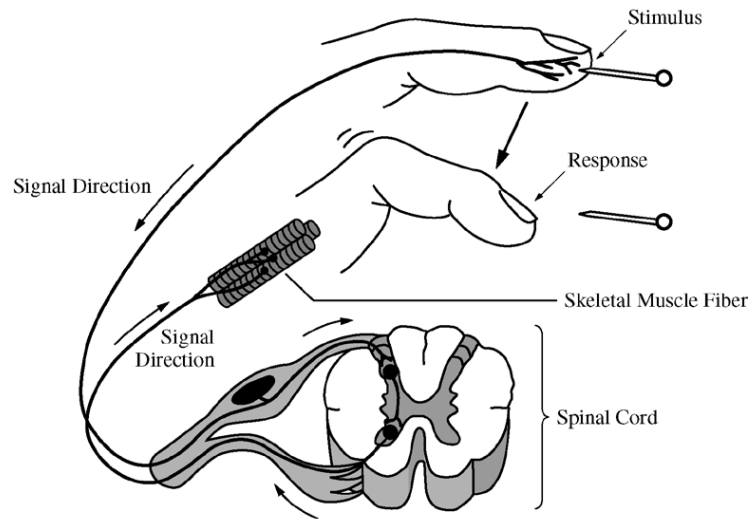
Description of risk (1 point each; 2 points maximum)	Proposed mitigation* + (1 point each box; 2 points maximum)
Unknown human/other animal health risk due to consuming GM proteins	• Testing/labeling product packaging • Isolate animals from crops
Disruption within food chain	• Intersperse GM plants with non-GM plants in culture • Provide alternative food source
Developed resistance in pest species	• Increased use of effective pesticides • Introduce pest predators • Further engineer the GMO to produce more resistance protein • Rotate GM and non-GM crops
Spread of genetic modifications to non-GM plants	• Contain pollen of GM plants • Disable the ability of GM plants to produce viable seeds
GM plants out-compete native species	• Contain/isolate GM plants • Disable GM plants' ability to produce viable seeds
Reduced numbers of pollinators	Contain/isolate GM plants
Loss of biodiversity	Intersperse GM plants with non-GM plants in culture
Use of herbicides harms non-target species	• Rotate GM and non-GM crops • Use organic/alternative herbicides
Invasive disease wiping out the monoculture	Intersperse GM plants with non-GM plants in culture

* Proposed mitigation of non-use of GM plants is acceptable for any described risk above.

† Mitigation must be practical for the risk given.

2014 SCORING GUIDELINES

Question 6



Cross Section of Spinal Cord and Skeletal Muscle Fiber

Information processing involves complex neural pathways that require a certain amount of time between recognition of a stimulus and the resulting response. For some types of stimuli, a reflex arc replaces the typical stimulus-response pathway. A representation of a reflex arc is shown in the figure above.

Based on the figure, **describe** TWO ways that the reflex arc differs from typical stimulus-response transmission pathways. **Provide** reasoning to support the claim that reflex arcs help organisms avoid serious injury. (**3 points maximum**; LO 2.38, 3.44, 3.45, 4.10)

Description of difference (**1 point each, 2 points maximum**)

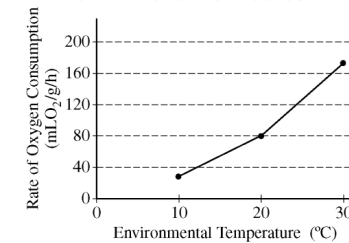
- Quicker response time
- No integration with brain / does not reach brain before response occurs
- Fewer neurons / synapses involved in reflex arc / shorter distance for signal to travel
- Involuntary / no conscious control / no processing by brain

Reasoning to support claim (**1 point maximum**)

- Quicker response to a threat
- Response is innate (automatic response) rather than learned / predetermined neuron pathway / hardwired

SCORING GUIDELINES

Question

EFFECT OF ENVIRONMENTAL TEMPERATURE
ON RATE OF OXYGEN CONSUMPTION

Based on the graph, **describe** a specific method of thermoregulation used by the species of animal. **Provide** support for your answer using the data. (**2 points maximum**; LO 2.21, 2.24, 2.27)

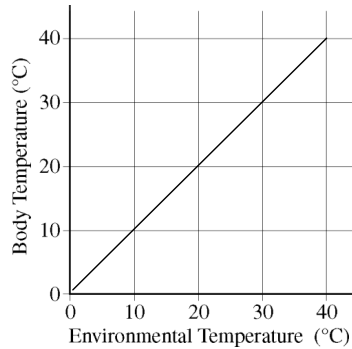
NOTE: students may only earn points within one row.

Describe method (1 point)	Support (1 point)
This species is an ectotherm/incapable of endoregulation	• Increased metabolic rate/O₂ consumption rate/respiration rate with increased temperature • Decreased metabolic rate/O₂ consumption rate/respiration rate with decreased temperature • If the animal were endothermic, O₂ consumption rate/respiration rate/metabolic rate would increase with decreasing temperature
Behavior to adjust body temperature, i.e., seeking shade, basking in the sun, burrowing in mud, evaporative cooling	• Increased metabolic rate/O₂ consumption rate/respiration rate with increased temperature • Decreased metabolic rate/O₂ consumption rate/respiration rate with decreased temperature • This species is ectothermic/incapable of endoregulation

SCORING GUIDELINES

Question 7 (continued)

On the labeled axis provided below, **draw** a line to indicate the most likely relationship between body temperature and environmental temperature in the species. (1 point; LO 2.22)



- Line/curve with positive slope

2014 SCORING GUIDELINES

Question 8

A research team has genetically engineered a strain of fruit flies to eliminate errors during DNA replication. The team claims that this will eliminate genetic variation in the engineered flies. A second research team claims that eliminating errors during DNA replication will not entirely eliminate genetic variation in the engineered flies. (3 points maximum)

- (a) **Provide** ONE piece of evidence that would indicate new genetic variation has occurred in the engineered flies. (1 point; LO 1.10)

Piece of evidence

- New phenotypes
- Different DNA sequence
- New genotypes
- Chromosomal differences
- Different mRNA sequence
- Protein with different amino acid sequence

- (b) **Describe** ONE mechanism that could lead to genetic variation in the engineered strain of flies. (1 point; LO 3.28)

Describe mechanism

- Sexual reproduction produces offspring with new combinations of alleles/traits
- Meiosis produces new combinations of alleles/traits
- Crossing over produces new combinations of alleles/traits
- Independent assortment produces new combinations of alleles/traits
- Random fertilization produces new combinations of alleles/traits
- Immigration/gene flow introduces new alleles/gene sequences
- Viral infection inserts DNA into genome
- Nondisjunction causes anomaly in chromosome number
- Chromosomal rearrangements (e.g., large deletions, duplications, translocations, inversions, transposons, etc.) inactivate genes or result in multiple copies of genes
- Radiation or chemicals or mutagens induce mutations/changes in DNA

- (c) **Describe** how genetic variation in a population contributes to the process of evolution in the population. (1 point; LO 1.25)

Description

- Genetic variation is the basis of phenotypic variation that can be acted upon by natural selection
- Without genetic variation, there is no phenotypic variation on which natural selection can act