

Question 1: Interpreting and Evaluating Experimental Results **9 points**

Most proteins that are secreted from a cell must be transported to the endoplasmic reticulum (ER) either during translation or after translation.

For proteins transported during translation, this process begins in the cytosol and pauses when a specific sequence of amino acids is translated. The translation complex is then transported to the surface of the ER where translation continues. Proteins that are transported after translation are translated entirely in the cytosol and then transported to the ER. In both instances, the translated proteins enter the ER through a protein channel in the membrane of the ER.

Researchers studying the two types of protein transport identified that the ER membrane protein SR is necessary for transport during translation, while the ER membrane protein Sec62 is necessary for transport after translation. To investigate which transport mechanism is used for different proteins, researchers first created small interfering RNAs (siRNAs) that reduce expression of either SR or Sec 62. They then treated groups of cells with either the SR siRNA or the Sec62 siRNA and determined the relative amount of SR and Sec 62 protein in each group of cells compared with cells treated with a control siRNA. (Figure 1).

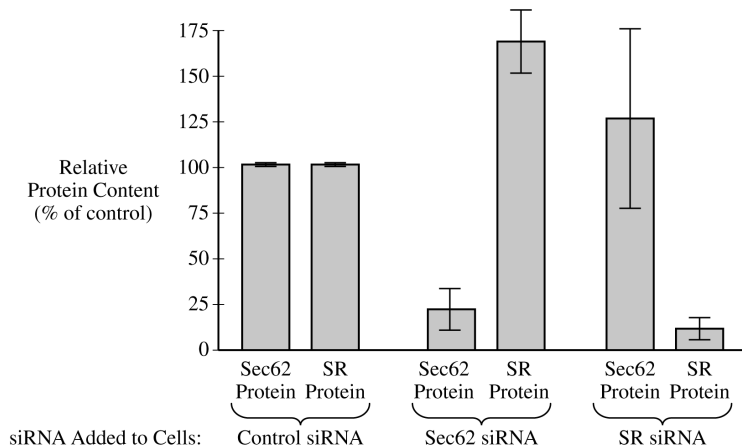


Figure 1. Average relative amounts of Sec62 and SR proteins in cells treated with control siRNA, Sec62 siRNA or SR siRNA. Error bars represent $\pm SE_{\bar{x}}$.

The researchers then measured the amount of each of three different proteins that was transported to the ER in cells treated with Sec62 siRNA or SR siRNA. The researchers calculated the percent transported relative to the cells treated with control siRNA (Figure 2).

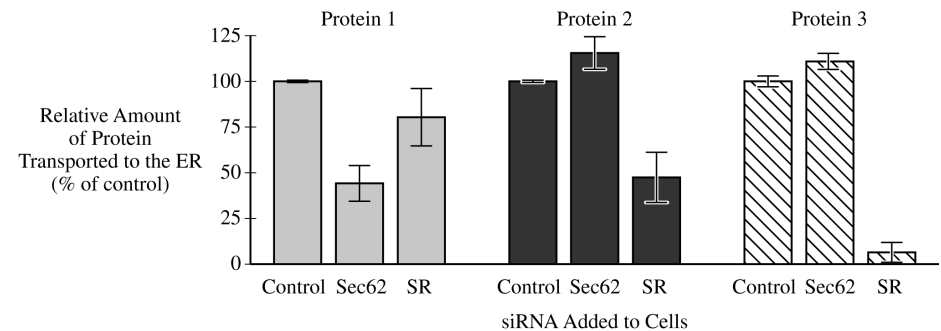


Figure 2. Average relative amounts of three proteins that were transported to the ER when treated with control siRNA, Sec62 siRNA, or SR siRNA. Error bars represent $\pm SE_{\bar{x}}$.

A	Describe the function of ribosomes. Examples of acceptable responses may include the following: - Ribosomes synthesize <u>polypeptides/proteins</u>. - Ribosomes perform translation. - Ribosomes are sites of <u>polypeptide/protein</u> synthesis.	Point A1
B	(i) Identify the dependent variable in the experiments shown in Figure 1. The (relative) <u>amount of protein/protein content</u>	Point B1
	(ii) Justify why the researchers included the control of measuring the relative amounts of both Sec62 and SR proteins in cells that were treated with Sec62 siRNA only (data shown in Figure 1). Examples of acceptable responses may include the following: (The control allowed the researchers) to determine whether the (Sec62) siRNA <u>reduced/affected</u> the content of both proteins (relative to protein content in the presence of the control siRNA). (The control allowed the researchers) to determine whether the (Sec62) siRNA <u>reduced/affected</u> Sec62 (protein content) only.	Point B2
	(iii) Based on Figure 1, describe the effect on the production of SR protein when cells are treated with Sec62 siRNA. Examples of acceptable responses may include the following: (SR protein production) increased. (SR protein production) increased by 65% (accept 50–80%).	Point B3

- C** (i) **Identify** the independent variable in the researchers' second experiment (data shown in Figure 2). **Point C1**

Examples of acceptable responses may include the following:

- (The type of) siRNA (added to the cells)
- The type of protein whose amount was measured

- (ii) Based on Figure 2, **identify** the protein(s) that when treated with Sec62 siRNA showed an increase in percent transport to the ER compared with the control. **Point C2**

Examples of acceptable responses may include the following:

- Proteins 2 and 3
- Protein 2
- Protein 3

- (iii) Protein 1 is encoded by 234 nucleotides, while protein 2 is encoded by 495 nucleotides. Assuming all nucleotides for both proteins encode amino acids, **calculate** the difference in the number of amino acids between the two proteins. **Point C3**

- 87 (amino acids) [(495/3)–(234/3)]

- D** (i) Researchers claim that protein 1 is the only tested protein that is transported to the ER following its complete translation in the cytosol. Using data from Figure 2, **support** the researchers' claim. **Point D1**

- Only protein 1 showed a reduced amount/percentage of transport when cells were treated with Sec62 siRNA.

- (ii) For any protein that enters the ER, researchers claim that amino acids close to the protein's amino terminus determine how likely the protein is to pass through the protein channel within the ER membrane. **Justify** the researchers' claim based on your understanding of factors that affect the transport of proteins across membranes. **Point D2**

- Amino acids (at the amino terminus) that have similar polarity to/opposite charge to (the R groups of amino acids lining) the protein channel are more likely to pass through the channel (than are proteins where the amino terminus contains amino acids with dissimilar polarity or similar charge).

Question 2: Interpreting and Evaluating Experimental Results with Graphing

8 points

Geneticists investigated the mode of inheritance of a rare disorder that alters glucose metabolism and first shows symptoms in adulthood. The geneticists studied a family in which some individuals of generations II and III are known to have the disorder. Based on the pedigree (Figure 1), the geneticists concluded that the disorder arose in individual II-2 and was caused by a mutation in mitochondrial DNA.

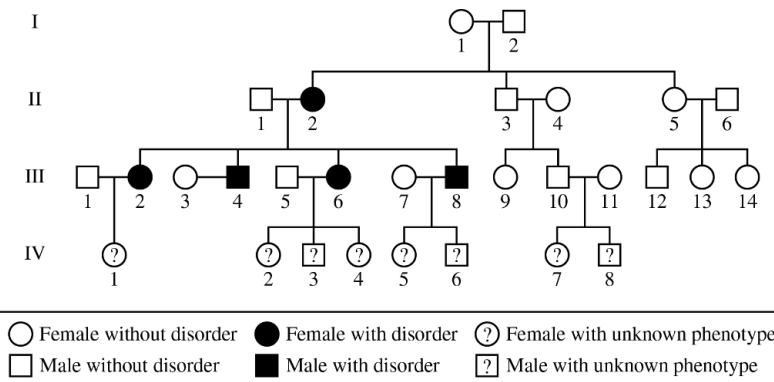


Figure 1. Pedigree of a family showing individuals with the glucose metabolism disorder. A question mark indicates that the phenotype is unknown.

TABLE 1. AVERAGE BLOOD GLUCOSE LEVELS OF INDIVIDUALS IN GENERATION IV

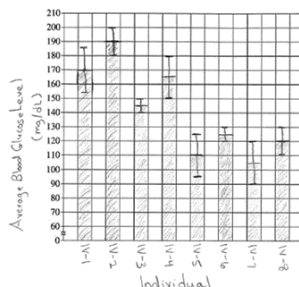
Individual	Average Blood Glucose Level (mg/dL $\pm$ 2SE $\bar{x}$)
IV – 1	170 $\pm$ 15
IV – 2	190 $\pm$ 10
IV – 3	145 $\pm$ 5
IV – 4	165 $\pm$ 15
IV – 5	110 $\pm$ 15
IV – 6	125 $\pm$ 5
IV – 7	105 $\pm$ 15
IV – 8	120 $\pm$ 10

TABLE 2. PHENOTYPIC CLASSIFICATIONS BASED ON BLOOD GLUCOSE LEVELS

Phenotype	Blood Glucose Level (mg/dL)
Normal	< 140 mg/dL
At risk	140 – 199 mg/dL
Affected	$\geq$ 200 mg/dL

- (a) The disorder alters glucose metabolism. **Describe** the atoms AND types of bonds in a glucose molecule. **1 point**
- The atoms are carbon, hydrogen, and oxygen (C, H, and O) and are held together by covalent bonds.

- (b) Use the template provided to **construct** an appropriately labeled graph based on the data in Table 1. **3 points**



- Point distribution: Axis labels; plotting in a bar graph or modified bar graph; error bars

Determine one individual who is both at risk of developing the disorder and has a significantly different blood glucose level from that of individual IV-1. **1 point**

- IV-3

Total for part (b) 4 points

- (c) Based on the pedigree, **identify** all individuals in generation IV who can pass on the mutation to their children. **1 point**

- IV-1, IV-2, IV-4

- (d) Based on the fact that individual II-2 is affected, a student claims that the disorder is inherited in an X-linked recessive pattern. Based on the student's claim, **predict** which individuals of generation III will be affected by the disorder. **1 point**

- III-4 and III-8

Based on the pedigree, **justify** why the data do NOT support the student's claim. **1 point**

Accept one of the following:

- The data do not support the claim because females III-2 and III-6 have the disorder and, if inheritance is X-linked recessive, they could only do so if their father II-1 had the disorder, which he does not.
- The data instead support mitochondrial inheritance, because all of the offspring of individual II-2, not only the sons, have the disorder.

Total for part (d) 2 points

Total for question 2 8 points

2017

AP Biology

Scoring Guidelines

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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

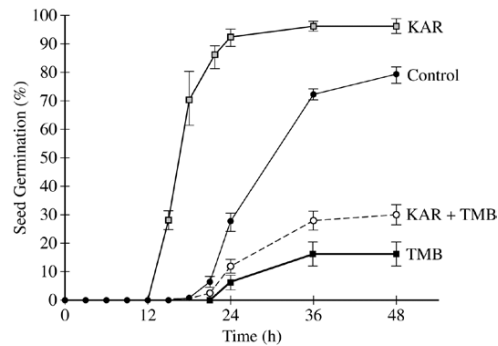


Figure 1. The effect of karrikins (KAR) and trimethylbutenolides (TMB) on seed germination in *Lactuca* plants. Error bars represent $\pm 2SE_{\bar{x}}$.

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	Third Base in Codon
	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

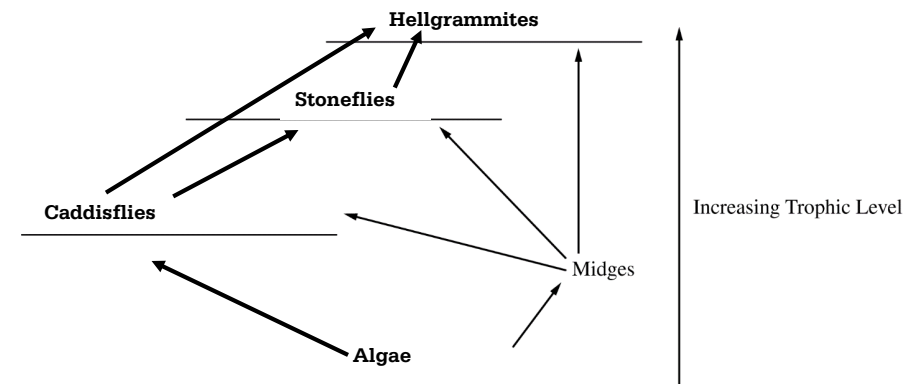
Organism	Food Source (% of diet)				
	Algae	Stoneflies	Midges	Hellgrammites	Caddisflies
Algae					
Stoneflies			90		10
Midges	100				
Hellgrammites		20	10		70
Caddisflies	70		30		

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

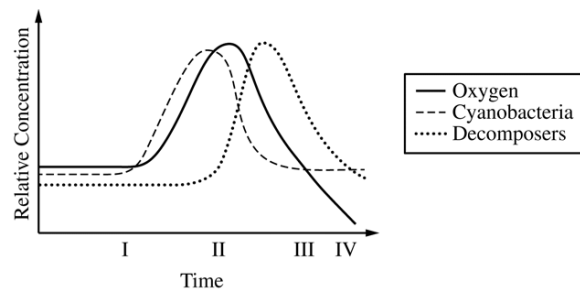


Figure 1. Characteristics of a pond community over time

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

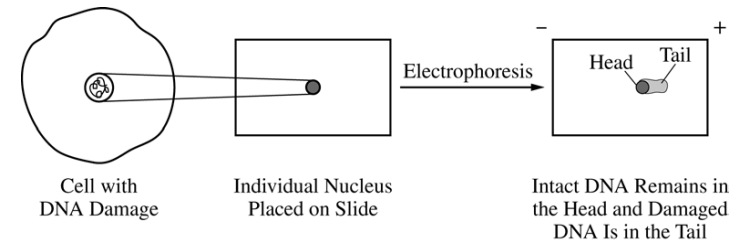


Figure 1. Comet assay to detect double-stranded breaks in DNA

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.