AP® BIOLOGY 2008 SCORING GUIDELINES

Question 3

3. Regulation is an important aspect of all biological processes.

For FOUR of the following processes, **describe** the specific role of the regulator and **discuss** how the process will be altered if the regulation is disrupted.

SCORING RUBRIC FOR EACH PROCESS (1 point per bullet; 3 points maximum per process)

Role of regulator (2 points)

- Cause and effect
- Effecting mechanism

How process is disrupted (2 points)

- Increase in regulator
- Decrease in regulator

Cell Cycle/Cyclin

Role of regulator

- Allows cell cycle to proceed OR get past checkpoint from one phase to next: G₁, S, G₂
- Works/combines with Cdk, S-phase, MPF, APC; OR how concentration fluctuates

How process is disrupted

- Decrease in cyclin: no mitosis/not past checkpoints/G₁, cell in G₀; examples: nerve and muscle cells
- Increase in cyclin: cancer/uncontrolled growth/cell division

Metabolic Rate/Thyroxine

Role of regulator

- Stimulates/increases metabolic rate
- \bullet Discuss negative feedback, TSH OR hypothalamus-releasing hormone—anterior pituitary—TSH OR metamorphosis in frog OR conversion $T_4 \rightarrow T_3$ discussion

How process is disrupted

- Decrease in thyroxine: weight gain, lethargy, no negative feedback (altered), hypothyroidism, osteoporosis OR decrease in iodine: decrease in thyroxine—goiter
- Increase in thyroxine: weight loss, increase in heart rate, increase in blood pressure, hyperthyroidism, Grave's disease

Ovarian Cycle/FSH

Role of regulator

- Stimulates maturation/development of follicle/egg OR stimulates estrogen production OR leads to (not causes or triggers) ovulation
- Continuation of meiosis OR completion of meiosis 1 OR discuss negative feedback, FSH/estrogen

How process is disrupted

- Decrease in FSH: sterile, no possibility of fertilization/pregnancy—no ovulation
- Increase in FSH: multiple eggs develop, multiple births

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Question 3 (continued)

Prey Population Dynamics/Predators

Role of regulator

- Predator decreases (consumes, eats, etc.) prey population in size/number
- Negative feedback discussion: graph/lag elaboration, cyclic fluctuation or equilibrium leads to stabilizing size or carrying capacity

How process is disrupted

- Decrease in predators: prey population increases, exceeds carrying capacity, increased competition for resources—decrease in prey
- Increase in predators: prey population decreases, boom/bust as result of more prey being captured/eaten causing decrease in prey population; may cause predator decrease due to lack of food

Ecological Succession/Fire

Role of regulator

- Triggers/sets stage for succession; OR maintains a stable community
- Returns/releases nutrients into soil; OR triggers germination in some plant species; OR changes community makeup, allows for pioneer species, eliminates some species

How process is disrupted

- Decrease in fire: leads to invasive species opportunity, lack of nutrient recycling, leads to detritus build-up (may lead to catastrophic fire)
- Increase in fire: never achieves stable/climax community, succession is suspended, increase/decrease in biodiversity (with explanation)

3. Regulation is an important aspect of all biological processes.

Process Regulator

Process	Regulator
Cell cycle	Cyclin
Metabolic rate	Thyroxine
Ovarian cycle	Follicle-stimulating hormone (FSH)
Prey population dynamics	Predators
Ecological succession	Fire

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ADDITIONAL PAGE FOR ANSWERING QUESTION 3
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ADDITIONAL PAGE FOR ANSWERING QUESTION 3
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Ecological succession	Fire

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AP® BIOLOGY 2008 SCORING COMMENTARY

Question 3

Overview

The goal of this question was to have students address mechanisms of regulation or control in various biological processes. In addition, the question applied the concept of regulation (a unifying theme) to processes from key content areas in biology—cells, endocrine system, reproduction, and ecology. The students were first asked to describe a specific process (cell cycle, metabolic rate, ovarian cycle, prey population dynamics, ecological succession) and then discuss how that process would be altered if the regulation was disrupted. Students were required to address four of these five processes.

Sample: 3A Score: 10

The student earned a cause-and-effect point for stating: "Thyroxine stimulates metabolic pathways." The student then earned 2 more points for a discussion of the effects resulting from hyperthyroidism and hypothyroidism leading to "excessive" weight loss or weight gain. The student again earned a cause-and-effect point for stating that FSH "stimulates follicle growth in the ovaries" and drives this point home by adding: "This follicle will continue to grow as the ovum matures." A disruption point was earned for the decrease in FSH by stating that "a woman may not be fertile, or able to produce offspring." For prey population dynamics, the student earned an effecting mechanism point by referring to a diagram depicting the cyclic fluctuations in a predator–prey relationship. The student continues elaborating on the cyclic fluctuations and earned the disruption point by finally stating that "without predators to curb exponential growth of the prey, the prey population will continue to grow exponentially." A cause-and-effect point was earned for the role of fire causing secondary succession. The student earned an effecting mechanism point for a description of soil being enriched after a fire. The tenth and final point was awarded for the discussion of the reduction in biodiversity as a result of no fires.

Sample: 3B Score: 7

The student earned a clear cause-and-effect point for stating: "The role of thyroxine is to increase metabolic rate." The student earned a second point for describing how an overactive thyroid can lead to Grave's disease, which causes symptoms such as "being underweight, excess sweating, and shaking." A third point was earned for describing a decrease in thyroxine levels where individuals "experience weight gain." Thus the student earned the maximum points for the process of metabolic rate without ever addressing the effecting mechanism. The student earned 2 points for discussing what occurs when the predator population increases or decreases and its resulting effect on the prey population. The student earned a cause-and-effect point for stating that "fires cause secondary succession to occur." A final point was earned for a discussion of the disruption of FSH as a regulator of the ovarian cycle. ("Without this hormone, a woman will have trouble ovulating. If a woman does not ovulate, she has no chance of getting pregnant.") While this was a short response, the student still earned a total of 7 points.

AP® BIOLOGY 2008 SCORING COMMENTARY

Question 3 (continued)

Sample: 3C Score: 3

The student begins with the cell cycle but earned no points. A point was earned for the cause and effect of FSH ("stimulates ... the maturation of egg cells in the ovaries"). The student writes about the removal of predators from the environment but never addresses what that does to the prey population. For ecological succession, the student earned 2 points: 1 point for stating that fire "helps to return nutrients to the soil" and a second point for stating: "If fires were prevented, a climax ecological community would become overgrown and the nutrients in the soil depleted."