

LIVING ENVIRONMENT

Monday, January 22, 2018 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above.

A separate answer sheet for multiple-choice questions in Parts A, B-1, B-2, and D has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet.

You are to answer all questions in all parts of this examination. Record your answers for all multiple-choice questions, including those in Parts B-2 and D, on the separate answer sheet. Record your answers for all open-ended questions directly in this examination booklet. All answers in this examination booklet should be written in pen, except for graphs and drawings, which should be done in pencil. You may use scrap paper to work out the answers to the questions, but be sure to record all your answers on the answer sheet or in this examination booklet as directed.

When you have completed the examination, you must sign the declaration printed on your separate answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

Notice ...

A four-function or scientific calculator must be available for you to use while taking this examination.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part A

Answer all questions in this part. [30]

Directions (1–30): For *each* statement or question, record on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

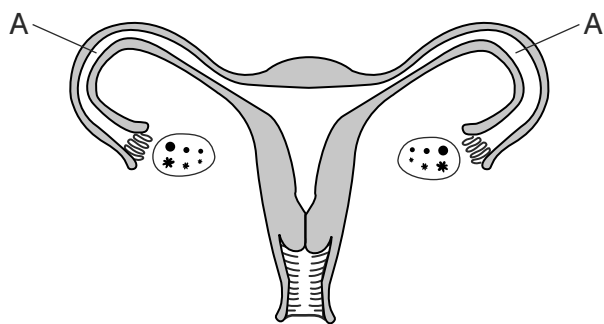
1 Which organisms and set of characteristics are correctly paired?

- (1) fungi—carry out photosynthesis and heterotrophic nutrition
- (2) plants—carry out respiration and autotrophic nutrition
- (3) decomposers—carry out photosynthesis and autotrophic nutrition
- (4) animals—carry out autotrophic nutrition and heterotrophic nutrition

2 Humans have an effect on ecosystems when they use native grasslands or forested areas for farming or urban use. One *negative* effect of these changes on the ecosystem is that there will be

- (1) less biodiversity
- (2) more homes
- (3) successful economic growth
- (4) increased food production

3 The diagram below represents structures found in the female reproductive system.



If the areas labeled A were completely blocked on both sides, the most likely result would be that

- (1) egg and estrogen production would stop
- (2) sperm and insulin production would stop
- (3) fertilization would not occur
- (4) an embryo would develop

4 Scientists have studied oceanic plastic garbage “patches” around the world. These are areas that accumulate plastic garbage from coastal regions. Their environmental effect ranges from killing sea life to blocking sunlight from reaching photosynthetic organisms. Without a change in human plastic usage, new garbage patches will continue to form. Which human activity would most directly *reduce* the amount of plastic garbage that enters the ocean?

- (1) Ban the production and usage of all bags made from recycled plastic.
- (2) Clean up plastic trash from shorelines, rivers, and other waterways that flow into the oceans.
- (3) Manufacture fewer reusable water bottles, so that people will be more likely to use disposable ones.
- (4) Implement a glass bottle deposit system to discourage people from recycling plastic bottles.

5 Monarch butterflies migrate from the U.S. and Canada to Mexico every winter. Over the past 10 years, there has been a drastic decrease in the number of monarch butterflies. Scientists have estimated that the population may have decreased from about 1 billion to 35 million. Which action would *not* be considered a reason for the decline in monarch butterfly populations?

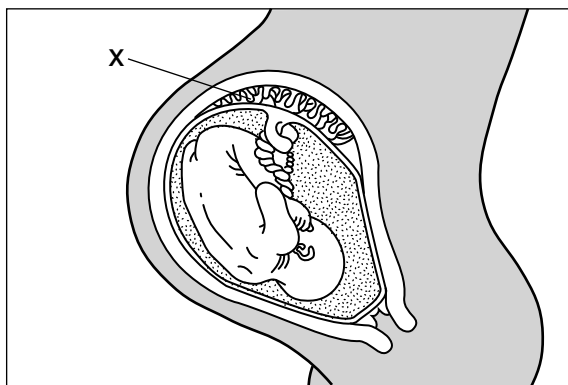
- (1) illegal deforestation
- (2) extreme temperature changes
- (3) decreasing food supplies
- (4) habitat preservation

6 Finches on the Galapagos Islands express a variety of traits. Variability in the offspring of these finches is a result of

- (1) mutation and cloning
- (2) meiosis and mutation
- (3) mitosis and asexual reproduction
- (4) mitosis and genetic recombination

- 7 Exposure to certain environmental toxins, such as pesticides, may reduce fertility in males by interfering with their ability to produce gametes. These toxins are most likely having an effect on the
- (1) testes and progesterone
 - (2) ovaries and testosterone
 - (3) ovaries and estrogen
 - (4) testes and testosterone

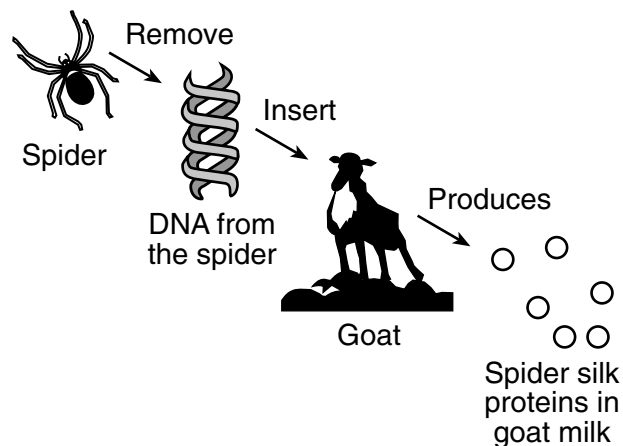
- 8 Which statement best describes an important process carried out by structure X?



- (1) Milk passes from the mother to the fetus.
 - (2) Materials are exchanged between fetal and maternal blood.
 - (3) Maternal blood is converted into fetal blood.
 - (4) Oxygen diffuses from fetal blood to maternal blood.
- 9 Traditional lightbulbs are only 10% efficient. Ninety percent of the energy they use is converted to heat. Modern lightbulbs are much more efficient, but may cost three times as much as traditional lightbulbs. Consumers who switch to modern lightbulbs are most likely
- (1) spending more money for no good reason
 - (2) trying to stop pollution of the oceans
 - (3) trading a short-term cost for long-term savings
 - (4) helping traditional lightbulb factories employ people

- 10 Many oak trees are cut down and removed from an oak-hickory forest. A likely result of the direct harvesting of the oak species would be the
- (1) disruption of natural cycles
 - (2) conservation of these natural forest resources
 - (3) recycling of all the nutrients in the forest
 - (4) prevention of the extinction of animals native to the area

- 11 A sequence of events is represented in the diagram below.



- Which statement best describes a result of this process?
- (1) The spider from which the DNA sample was obtained can no longer produce spider silk.
 - (2) The goat milk now contains DNA molecules made of spider silk proteins.
 - (3) Both the spider and the goat can now produce both spider silk and goat milk.
 - (4) Spider silk proteins can now be produced in large quantities without killing spiders to obtain them.
- 12 Which change is an example of a response to a stimulus?
- (1) The pupil of an eye decreases in size in bright light.
 - (2) A leaf absorbs sunlight in the morning.
 - (3) The water level of a pond rises on a rainy day.
 - (4) A dead tree decays after many years.

13 After feeding at the surface of the ocean during the day, many ocean organisms migrate to deeper waters. While there, they release ammonia in their urine. Many bacteria use the nitrogen from the ammonia as they make amino acids, which eventually end up in food chains on both land and water. These amino acids may even be used in humans. Which statement best explains these observations?

- (1) Chemical elements, including nitrogen, pass through food webs and are combined and recombined in different ways.
- (2) Chemical elements, including nitrogen, are removed from food webs and eliminated from ecosystems.
- (3) Nitrogen is transferred directly from bacteria to humans.
- (4) All elements in the ocean remain there and are not transferred to other ecosystems.

14 Which statement describes an event that would most severely disrupt the process of ecological succession in an area?

- (1) The season changes from spring into summer.
- (2) Native plants are planted in an abandoned field.
- (3) Plants and animals begin to colonize a newly formed volcanic island.
- (4) A dam is built on a river to form a reservoir.

15 The processes of diffusion and active transport are both used to

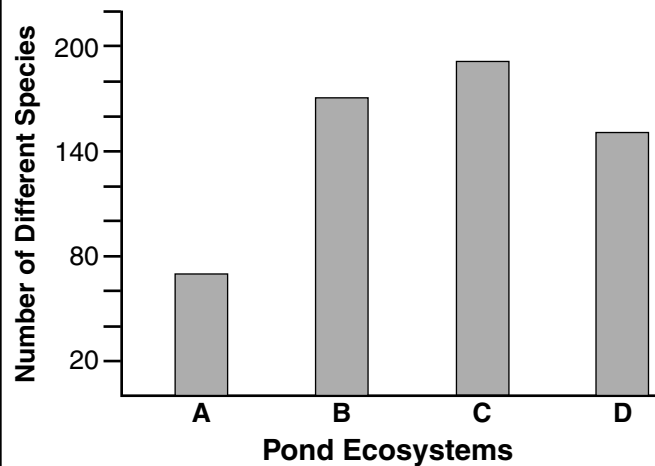
- (1) break down molecules to release energy
- (2) move molecules into or out of cells of the body
- (3) bring molecules into cells when they are more concentrated outside of the cell
- (4) move molecules against a concentration gradient, using ATP molecules

16 Botulinum toxin is a substance that can cause paralysis in humans. The effects of the toxin are due to the blocking of a signaling molecule that is necessary for communication between nerve cells. The toxin most likely interferes with the normal functioning of a

- (1) chromosome
- (2) DNA molecule
- (3) receptor
- (4) digestive hormone

17 The bar graph below shows the number of species in four pond ecosystems.

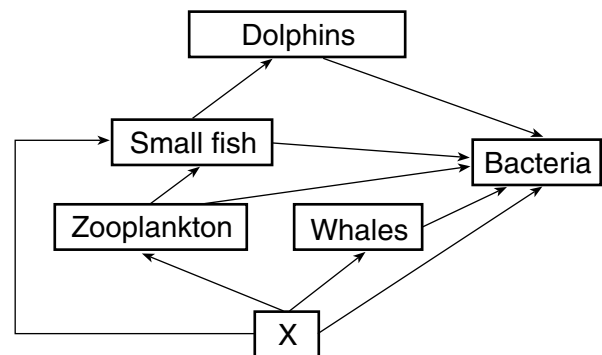
Number of Species in Four Pond Ecosystems



Based on this information, which ecosystem is likely to be the most stable?

- (1) A
- (2) B
- (3) C
- (4) D

18 The diagram below represents a marine food web.



The organisms represented by X are

- (1) decomposers
- (2) producers
- (3) carnivores
- (4) scavengers

19 When rain forests are cut down, there is a

- (1) loss of fossil fuels that could be used by industry
- (2) release of excess oxygen to the atmosphere
- (3) release of chemicals which cause helpful mutations
- (4) loss of genetic material available for research

20 Scientists who study rock formations in caves describe some of the formations as “living rock” because, under certain conditions, they increase in size. Which statement would best dispute the claim that these rock formations are living?

- (1) Rocks are not composed of cells, while living organisms are.
- (2) Rocks perform complex metabolic processes, but cannot grow.
- (3) Rocks cannot reproduce sexually.
- (4) Rocks remain stable in a wide range of physical conditions.

21 Carbon dioxide and oxygen are important resources in ecosystems and are

- (1) recycled through the activity of living and nonliving systems
- (2) stored in the animals of the ecosystem
- (3) lost due to the activities of decomposers
- (4) released by the process of photosynthesis

22 Before they can pass from a parent cell to its offspring cells, the inherited instructions that a human cell carries must first be

- (1) moved into the nucleus
- (2) broken down and made into DNA molecules
- (3) used to make specific protein molecules that form genes
- (4) accurately replicated

23 Eye color, hair color, and skin color often vary from person to person and even within a family. One explanation is that

- (1) the glucose units in a DNA molecule are often rearranged
- (2) the genetic material of the female parent has the most influence on offspring
- (3) the inherited traits of individuals are determined by different gene combinations
- (4) some extra parts of genetic material are often gained during fertilization

24 Organic compounds are used as building blocks for

- (1) water, DNA, and starches
- (2) water, proteins, and oxygen
- (3) proteins, DNA, and carbon dioxide
- (4) proteins, starches, and fats

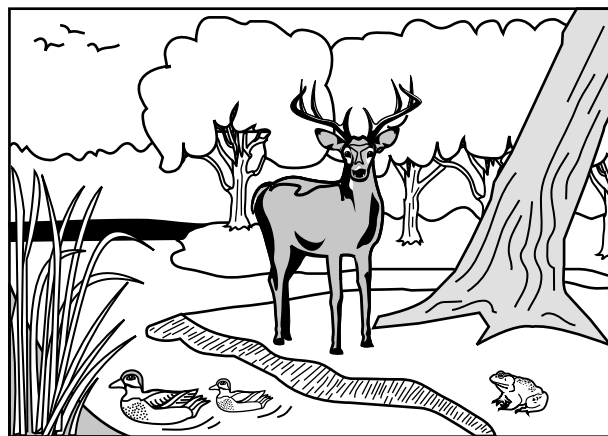
25 Scientists have developed the ability to manufacture hormones, such as human growth hormone, using bacteria. One benefit of this new technology is that

- (1) scientists can use only one type of bacteria
- (2) bacteria are relatively inexpensive and reproduce quickly
- (3) patients can spend more money on their medications
- (4) scientists produce drugs that cause more immune reactions

26 Although all of the cells of a plant contain the same genetic material, root cells and leaf cells are *not* identical because they

- (1) use different genetic bases for the synthesis of DNA
- (2) use different parts of their genetic instructions
- (3) select different cells to express
- (4) delete different sections of their enzymes

27 During cellular respiration, what is the direct source of the energy used in the cells of consumers in the ecosystem represented below?



- (1) the Sun
- (2) enzymes
- (3) the atoms making up inorganic molecules
- (4) the chemical bonds in organic molecules

28 Which dissolved substance do aquatic animals remove from their external environment for use in cellular respiration?

- (1) carbon dioxide
- (2) ATP molecules
- (3) oxygen molecules
- (4) nitrogen gas

29 The photographs below are of two Siamese cats.

Cat Kept Indoors



Source: <http://aboutmyrecovery.com/2008/12/13/my-very-own-siamese-pet-kitten/>

Cat Kept Outdoors

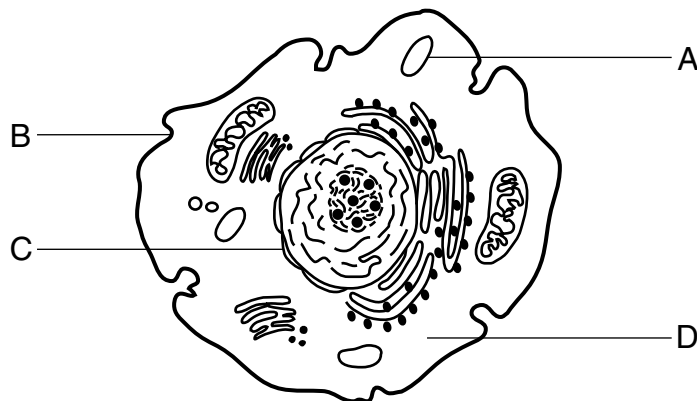


Source: <http://www.superstock.com/stock-photos-images/662-220>

The Siamese breed has a gene that controls fur color. The cat in the first photograph was kept indoors while the cat in the second photograph was kept outdoors. Which statement best explains the differences in fur color between these two cats?

- (1) The cat kept indoors is older than the cat kept outdoors.
- (2) The environment influenced the expression of fur color genes.
- (3) The environment influenced the production of all the proteins in the cat kept outdoors.
- (4) The cat kept outdoors has a gene mutation that prevents it from producing light-colored fur.

30 The diagram below represents a cell.



Which letter indicates the specific structure where most hereditary mutations occur?

- | | |
|-------|-------|
| (1) A | (3) C |
| (2) B | (4) D |

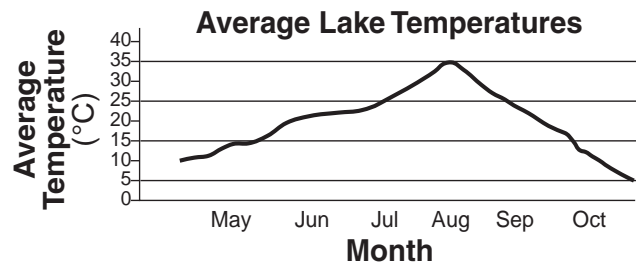
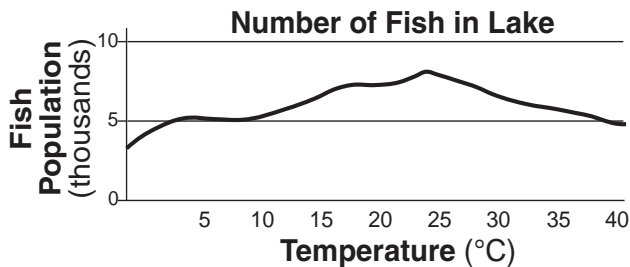
Part B-1

Answer all questions in this part. [13]

Directions (31–43): For *each* statement or question, record on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 31 through 33 on the information and graphs below, and on your knowledge of biology. The diagrams below show the number of fish in a lake and the average water temperature in the lake for the months of May through October.

During certain times of the year, bears feed heavily on a population of fish in a lake. At other times of the year, the bear population feeds primarily on fruits, berries, and insects.



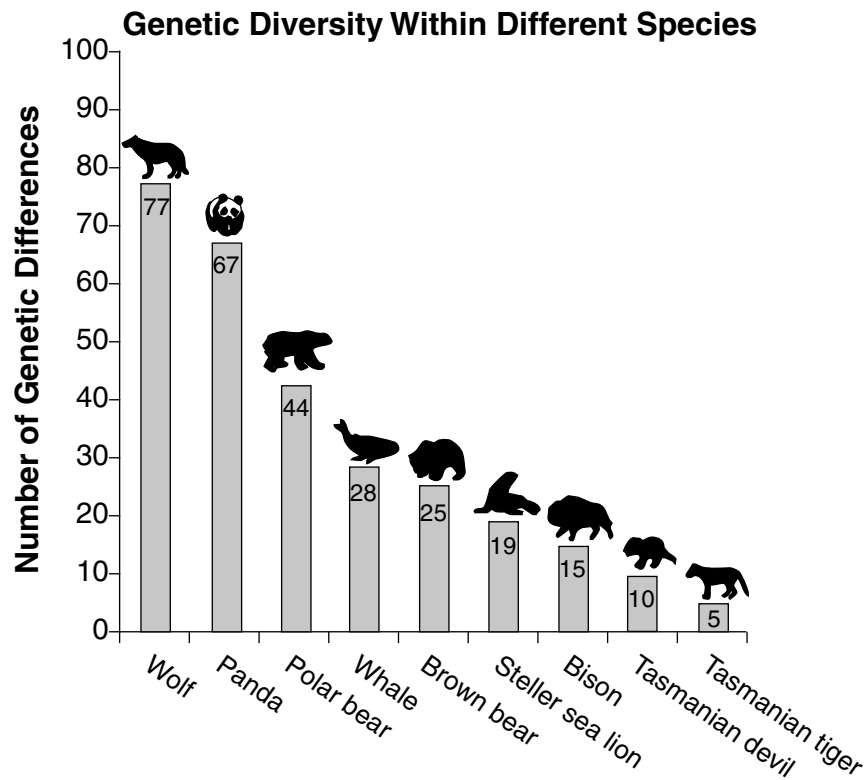
- 31 During which month would the bears in the area have the most fish available?
- (1) May
(2) July
(3) August
(4) October
- 32 One of the best ways to represent the interdependence of all of the organisms in this ecosystem is
- (1) an evolutionary tree
(2) a food chain
(3) an electrophoresis gel
(4) a food web
- 33 Within the fish population, variations exist in color, size, gamete production, and swimming speed. A variation that would most likely be passed on to future generations of the species is
- (1) a swimming speed that is less than that of its predators
(2) the presence of bright, colorful markings that contrast with the lake bottom
(3) being of a size that enables them to hide among the rocks in the lake
(4) the production of a small number of gametes during the peak of the breeding season
-

Base your answers to questions 34 and 35 on the information below, and on your knowledge of biology.

Before conducting an experiment, two students gathered information about the effect of greenhouse gases on global warming. Student *A* found information in a newspaper article. Student *B* found information in several peer-reviewed scientific journals and on three websites.

- 34 Which statement most likely describes the reliability of the students' information?
- (1) Information gathered by student *A* is more reliable because newspapers are always updated to reflect the most current research.
 - (2) Information gathered by student *B* is more reliable because some of it was gathered from peer-reviewed sources.
 - (3) Information gathered by student *A* is more reliable because it is from a single source without conflicting information.
 - (4) Information gathered by student *B* is more reliable because some of it was found on the internet.
- 35 After gathering the information, the students presented the information to their class. The class gave the students suggestions about how to continue with their experiment. How does this step benefit the investigation?
- (1) Feedback from the class will help them design a better experiment.
 - (2) Feedback creates confusion, and will complicate the investigation.
 - (3) The students' investigation will be unaffected because the class is not carrying out the experiment.
 - (4) The investigation will be unchanged because students can use information only from published sources to design the experiment.
-
- 36 A student wondered if butterflies would show any differences in their wing color if, as caterpillars, they were grown in the dark or grown in bright white light. Which statement would be a possible hypothesis for an experiment to test this idea?
- (1) Caterpillars exposed to bright white light will show more blue and green in their wings when they become butterflies than caterpillars kept in the dark.
 - (2) Will caterpillars kept in the dark have brighter wings when they become butterflies than caterpillars exposed to bright white light?
 - (3) Ten caterpillars will be kept in the dark and ten caterpillars will be exposed to bright white light and allowed to develop into butterflies.
 - (4) Results show that caterpillars kept in the dark and those exposed to bright white light had the same wing color when they became butterflies.

37 The chart below shows the number of differences in genetic material between individuals within the same species. Scientists can use this information to determine which populations demonstrate the greatest amount of genetic diversity.



adapted from: www.pnas.org

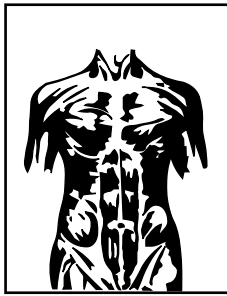
According to the chart, which two species would be more likely to survive if their environmental conditions changed?

- (1) Tasmanian tiger and Tasmanian devil
- (2) brown bear and whale
- (3) Tasmanian tiger and wolf
- (4) panda and wolf

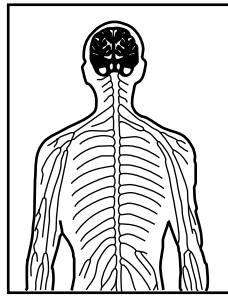
38 Microbeads are tiny, smooth, plastic spheres found in common household products such as facial soap. These beads, measuring from 0.0004 to 1.24 mm, roughly the size of some fish eggs, are too small to be removed by water treatment systems. Thus, they end up in rivers, lakes, and other bodies of water. The accumulation of these microbeads is an environmental concern for aquatic biologists because microbeads

- (1) make the lakes and rivers cloudy and dirty, affecting their appearance
- (2) may stick to some household water pipes, preventing drainage problems
- (3) could be mistaken for food by some species, working their way up the food chain
- (4) could clog fishing nets, affecting the ability of fishermen to catch fish

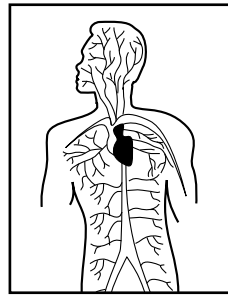
Base your answers to questions 39 and 40 on the diagrams below and on your knowledge of biology. The diagrams represent some of the systems that make up the human body.



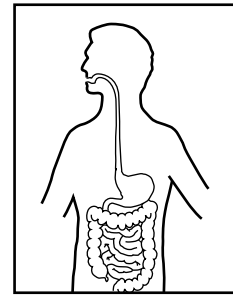
System A



System B



System C



System D

39 Which row in the chart below correctly identifies the main function of these systems?

Row	System A	System B	System C	System D
(1)	response	excretion	circulation	digestion
(2)	movement	response	circulation	digestion
(3)	response	circulation	excretion	digestion
(4)	movement	circulation	digestion	reproduction

40 A similarity between these systems is that they all

- (1) are made of cells that are identical in structure and function
- (2) contain organs that work independently from other organs in that system
- (3) work together to maintain a stable internal environment
- (4) are separate and do not interact with other body systems

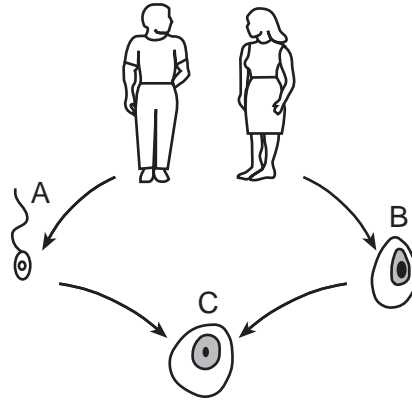
Base your answer to question 41 on the information below and on your knowledge of biology.

In China, farmers switched from growing conventional cotton, which required spraying with insecticides 15 times each year, to a genetically modified cotton variety called Bt cotton. The Bt cotton produces a protein toxic to the insects that destroy the cotton crop. Since the switch to Bt cotton, the use of chemical insecticides has decreased by 60%.

41 An advantage of growing the genetically modified Bt cotton instead of conventional cotton is that growing Bt cotton could

- (1) result in an increase in populations of insects that are beneficial
- (2) result in an increase in the size of insect populations that are resistant to the Bt protein
- (3) lead to an increase in the survival rates of insects that eat cotton
- (4) lead to an increase in the use of insecticides that protect cotton from insects

42 The diagram below represents events that occur during sexual reproduction.



The stages labeled *A*, *B*, and *C* are necessary to ensure that the offspring will inherit

- (1) half of their chromosomes from each parent
 - (2) double the amount of chromosomes from each parent
 - (3) pairs of chromosomes from each parent
 - (4) double the amount of chromosomes from one parent
- 43 A company that produces paint is planning to build a small factory in a rural community. The factory would provide many needed jobs. Before the community agrees to allow the factory to be built, the community should
- (1) investigate the use of paint as a method of biological control
 - (2) consider just the economic advantages of building the new factory
 - (3) assess the risks of the new factory and compare these to the benefits
 - (4) insist the factory use finite resources located in the community
-

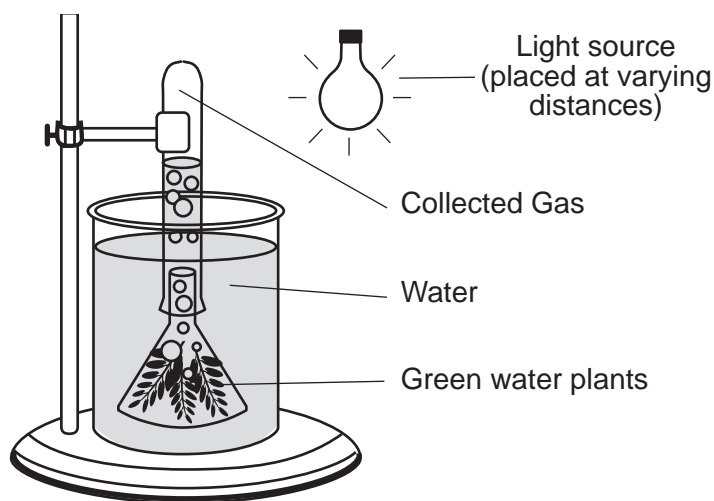
Part B-2

Answer all questions in this part. [12]

Directions (44-55): For those questions that are multiple choice, record on the separate answer sheet the *number* of the choice that, of those given, best completes each statement or answers each question. For all other questions in this part, follow the directions given and record your answers in the spaces provided in this examination booklet.

Base your answers to questions 44 through 48 on the information, diagram, and data table below and on your knowledge of biology.

The laboratory setup represented below was used to investigate the effect of light on aquatic plants. Equal amounts of a green water plant were placed in beakers with gas-collecting tubes. The beakers were placed in a temperature-controlled environment. The light source was placed at different distances from the beakers. After an hour, the amount of gas collected from the plants in each tube was measured and recorded in the data table.



Basic Setup

Gas Collected with Light Source at Different Distances from Plant

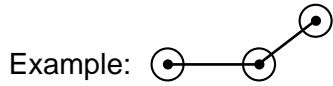
Distance of Light Source from Plant (cm)	Gas Collected in Tube (mm)
5	85
10	37
15	15
20	8
25	5

Directions (44–46): Using the information given, construct a line graph on the grid following the directions below.

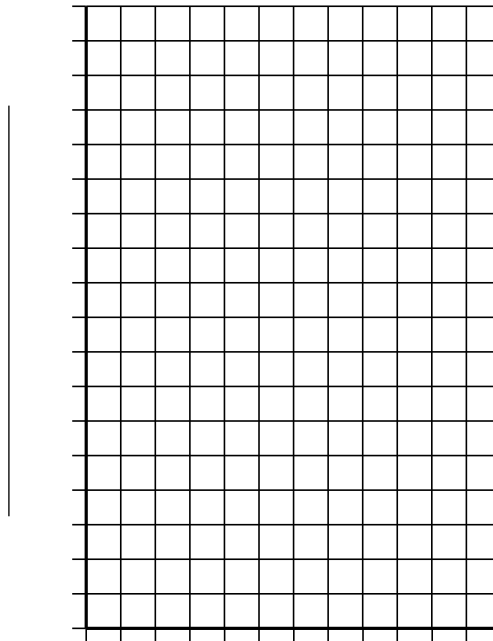
44 Provide an appropriate label for the *y*-axis, including units, on the line provided. [1]

45 Mark an appropriate scale, without any breaks in the data, on each labeled axis. [1]

46 Plot the data on the grid, connect the points, and surround each point with a small circle. [1]



Gas Collected with Light Source at Different Distances from Plant



Distance of Light Source from Plant (cm)

Note: The answer to question 47 should be recorded on your separate answer sheet.

47 Which row in the chart below correctly identifies the variables in this experiment?

Row	Independent Variable	Dependent Variable
(1)	amount of gas collected	distance of beaker from light source
(2)	number of plants in the beaker	temperature of plant
(3)	distance of beaker from light source	amount of gas collected
(4)	minutes of exposure to the light source	rate of gas collection

48 Identify the gas being produced by the plants. [1]

Base your answers to questions 49 through 51 on the information below and on your knowledge of biology.

The Bionic Pancreas

Until recently, diabetics could rely only on regular blood sugar checks, medications, and low-carbohydrate diets in order to maintain their health.

Bioengineers at Boston University are working to create a bionic pancreas. The device includes a sensor implanted just beneath the skin that monitors blood sugar levels. It sends a wireless signal to a smartphone every five minutes. If the phone receives a signal that blood sugar is too low or too high, it then sends a different signal to a separate device also attached to the body. This device releases the appropriate hormone into the bloodstream to return blood sugar levels back to normal.

Note: The answer to question 49 should be recorded on your separate answer sheet.

49 According to the passage, the bionic pancreas makes corrective actions that return blood sugar levels back to normal. This artificial device helps

- (1) produce more sugar
- (2) break down blood cells
- (3) maintain homeostasis
- (4) cure their diabetes

Note: The answer to question 50 should be recorded on your separate answer sheet.

50 The corrective actions made by the bionic pancreas on a regular basis in response to changing blood sugar levels are similar to which natural biological process?

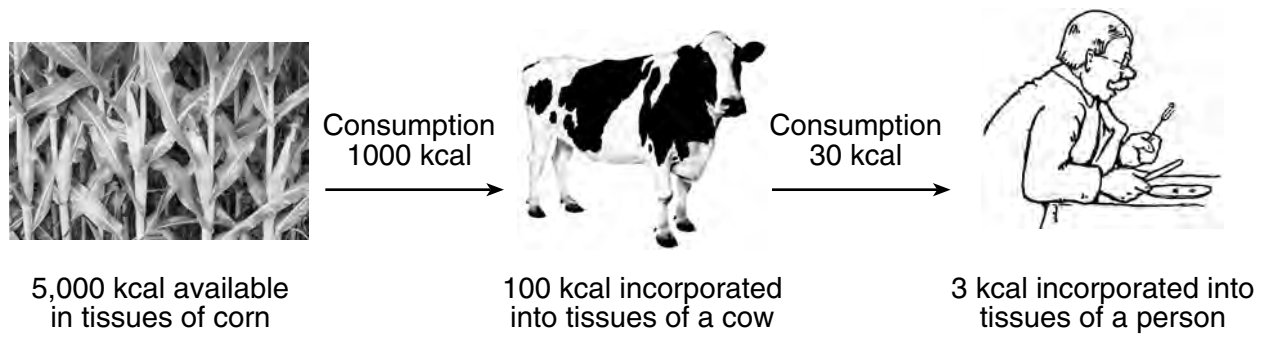
- (1) a feedback mechanism
- (2) an immune response
- (3) biochemical digestion
- (4) ATP production

51 The bionic pancreas sends a signal to a device to release hormones into the bloodstream to regulate blood sugar. Identify *one* hormone the device would most likely release. [1]

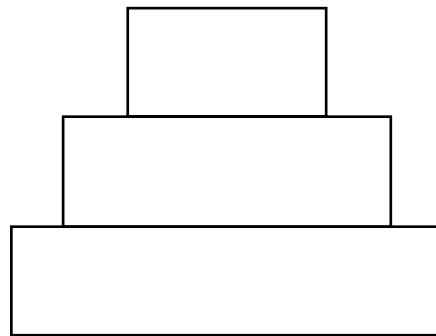
52 Many hormones are proteins used in cellular communication. Each hormone carries a specific message to specific target cells. State why each of these hormones is able to deliver a different message. [1]

53 Two different species occupy the same habitat. Identify *one* reason these two species might *not* compete. [1]

Base your answers to questions 54 and 55 on the diagram below and on your knowledge of biology. The diagram represents the energy in kilocalories (kcal) available at different feeding levels in a food chain.



54 Complete the energy pyramid provided below by writing herbivore, plant, and carnivore in the correct locations. [1]



Energy Pyramid

55 Explain why there is a different amount of energy represented at each level of this energy pyramid. [1]

Part C

Answer all questions in this part. [17]

Directions (56–72): Record your answers in the spaces provided in this examination booklet.

Base your answers to question 56–58 on the information below and on your knowledge of biology.

Reindeer Drool

The results of new research highlight interesting findings regarding reindeer and moose saliva. Both reindeer and moose feed on a type of grass called red fescue. Red fescue is usually dangerous to eat due to the presence of a fungus with which it has a mutually beneficial relationship. When the red fescue is eaten, the fungus produces a toxin that decreases blood flow in the legs of the moose and reindeer. This could result in the loss of their limbs.

Since many reindeer and moose successfully feed on red fescue, scientists wondered if their saliva gave them the ability to eat the grass without suffering from circulation problems. Scientists hypothesized that moose and reindeer saliva might detoxify the grass. To conduct their experiment, the researchers smeared reindeer and moose saliva on cut red fescue that contained the fungus. They learned that the saliva slowed the growth of this fungus and detoxified the grass. The results suggest that some animal species have evolved the ability to fight back against a plant’s natural defenses.

56–58 Explain the benefit of the ability moose and reindeer have to eat red fescue grass. In your answer, be sure to:

- explain why red fescue plants with the fungus normally have an advantage over red fescue plants without the fungus [1]
- explain how the moose and reindeer saliva protects them from the harmful effects of the fungus [1]
- explain how moose and reindeer (two separate, but related, mammals) could possess the same adaptation that protects them from the toxin produced by the fungus [1]

59 Cancer of the ovary is not common, but when it occurs, the cancer can cause the ovary to malfunction. Identify *one* possible result of an ovary *not* performing its intended function in the body. [1]

60 Several students were diagnosed with strep throat. They were all given the same antibiotic and took it for the time specified. Three weeks later, after finishing all their antibiotic, all the students except one no longer had strep throat. State *one* likely reason why the one student was still infected with strep bacteria. [1]

Base your answers to questions 61 and 62 on the information below and on your knowledge of biology.

Project Frozen Dumbo – Saving the Elephant Population Means Using Special Breeding

Over the last 10 years, 70 percent of Africa’s wild elephant population has been killed off. The main cause is ivory poaching, in which elephants are slaughtered for their valuable tusks. At the same time, efforts to breed captive zoo elephants have not been very successful.

Now there is some good news. At zoos in Austria and England, two baby elephants were born, using sperm from South African wild elephants. For the first time, elephant sperm gathered in the wild was frozen and given to zoos. Two female zoo elephants were artificially impregnated with the sperm and went on to deliver calves. ...

Source: Saving the Elephant Population Means Using Special Breeding, Pittsburgh Post-Gazette, 8/21/14

61 State *one* reason why the use of sperm from wild elephants, rather than the use of sperm from elephants in zoos in England or Austria, would be more important to the long-term survival of elephants. [1]

62 Identify *one* likely reason, other than poaching and hunting, for the decline of the elephant population. [1]

Base your answers to questions 63 through 65 on the information below and on your knowledge of biology.

Battling Cancer with T-cell Therapy

One reason that cancer is able to spread through tissues and organs is that cancer cells are actually the patient's own cells. The immune system of the patient does not recognize these cancer cells as foreign and, therefore, does not reject and destroy them.

Over the past eight years, immunologists have been developing a treatment for B-cell leukemia that involves using genetically engineered T cells to recognize and destroy B cells, all of which carry a protein, CD19. CD19 is found on the surface of both healthy and cancerous B cells. B cells are immune system cells that produce antibodies.

The procedure used in this treatment is outlined below:

1. T cells are removed from the patient with B-cell leukemia.
2. The T cells are genetically engineered to recognize the CD19 protein.
3. The patient is injected with the engineered T cells, which attach to cells with CD19 and destroy them.
4. The engineered T cells destroy both cancerous and healthy B cells.

This procedure has been successful in several patients. Currently, studies are continuing with more B-cell leukemia patients. It is hoped that the studies will be expanded to include other types of cancer, and that this treatment will be available to treat a variety of cancers in the future.

63 Explain why these specific T cells can be used for B-cell leukemia treatment. [1]

64 Explain why a patient needs treatments of antibodies after being injected with these modified T cells. [1]

65 Explain why the engineered T cells taken from one cancer patient will *not* work as a cancer treatment if injected into another patient with B-cell leukemia. [1]

Base your answers to questions 66 through 68 on the information below and on your knowledge of biology.

Hydrothermal Vent Communities

Scientists discovered a unique hydrothermal ecosystem on the sea floor at hot-water vents thousands of feet below the ocean surface. Organisms in these deep-sea regions have no access to sunlight, so they depend on the heat, methane, and high levels of sulfur-bearing minerals found in the heated fluids in which they live. Scientists were amazed to discover vent communities able to sustain vast amounts of life. The vent organisms depend on bacteria that can use the sulfur-bearing minerals to produce organic materials. These bacteria live on rock surfaces and as free-floating blobs. Some bacteria live within and provide nutrients for an unusual species of giant tubeworms that lacks a digestive system. Snails, shrimp, and clams are among the animals that feed directly on the bacteria. Crabs feed directly on other animals in the vent community.

66 Identify *one* abiotic factor that makes the hydrothermal vent ecosystem different from other ocean ecosystems. [1]

67 State the relationship that exists between the crabs and the other members of the vent community. [1]

68 Describe *one* way the bacteria of the hydrothermal vent community differ from plants in their ability to produce organic materials. [1]

Base your answers to questions 69 through 72 on the information below and on your knowledge of biology.

Transgenic Salmon

Transgenic Atlantic salmon have been produced using DNA from other species of related fish. These genetically modified fish have an altered DNA “switch” that causes them to overproduce growth hormone. The transgenic Atlantic salmon grow to normal size, but they reach market size in half the time of conventional Atlantic salmon. As with most of the salmon consumed by people, the transgenic Atlantic salmon would be grown using aquatic farming methods. Scientists have expressed concern that transgenic fish can have undesirable effects on the natural environment. Fish growers would be expected to take steps to ensure that the transgenic salmon do not escape into the wild.

69 State *one* advantage genetic modification has over selective breeding when producing new varieties of animals or plants. [1]

70 State *one* reason the scientists altered the DNA “switch” of the Atlantic salmon to make them produce more growth hormone, rather than directly supplying the Atlantic salmon with more growth hormone. [1]

71 State *one undesirable* effect that escaped transgenic Atlantic salmon could have on the natural environment. [1]

72 State *one* benefit of raising the transgenic Atlantic salmon. [1]

Part D

Answer all questions in this part. [13]

Directions (73–85): For those questions that are multiple choice, record on the separate answer sheet the *number* of the choice that, of those given, best completes each statement or answers each question. For all other questions in this part, follow the directions given and record your answers in the spaces provided in this examination booklet.

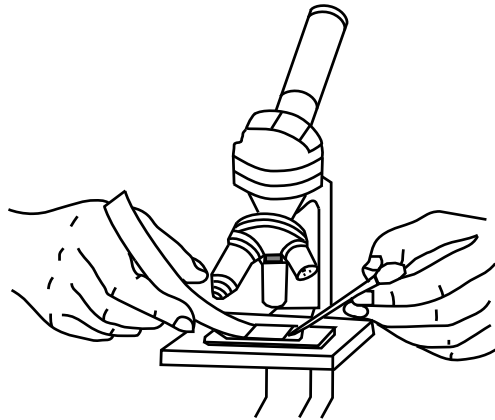
Note: The answer to question 73 should be recorded on your separate answer sheet.

73 During periods of vigorous physical activity, a person's breathing and heart rates increase. This enables the cells of the body to perform more efficiently because it helps the cells to

- (1) remove waste products faster
- (2) store excess glucose in muscles
- (3) reduce the amount of ATP produced
- (4) convert more oxygen to glucose

Note: The answer to question 74 should be recorded on your separate answer sheet.

74 A step in a procedure used in the *Diffusion Through a Membrane* lab is represented in the diagram below.

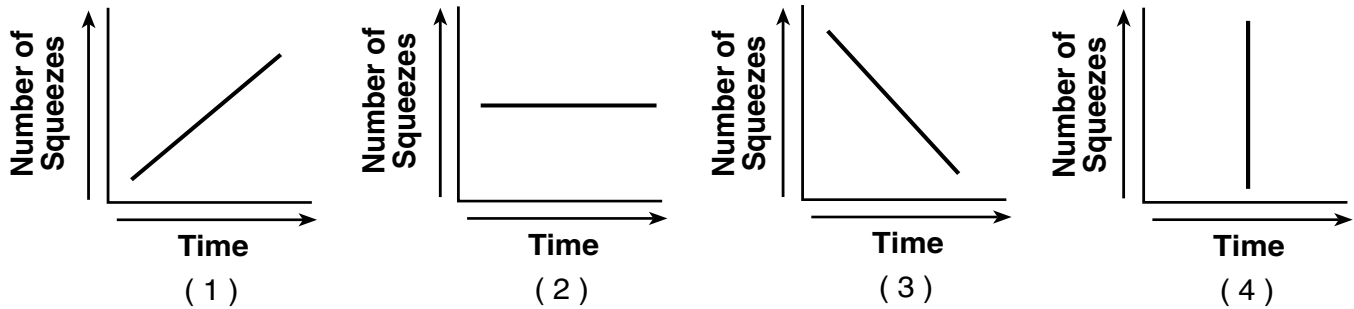


Which procedure is represented in the diagram?

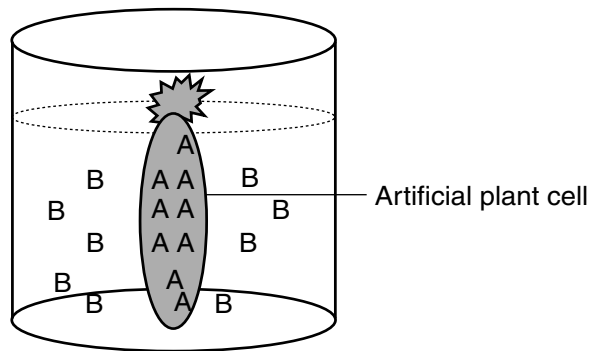
- (1) adding distilled water to the top of a cover glass on a slide
- (2) making an artificial cell
- (3) adding salt solution to a specimen under the cover glass
- (4) making a thin sample to prepare a slide of red onion cells

Note: The answer to question 75 should be recorded on your separate answer sheet.

75 A student is opening and closing clothespins as part of a lab activity. The student begins to experience muscle fatigue, and the rate at which the student is opening and closing the clothespins slows. Which graph best represents the relationship between time and number of clothespin squeezes?



Base your answers to questions 76 and 77 on the information and diagram below and on your knowledge of biology. The diagram shows an experimental setup using an artificial plant cell.



Molecules *A* and *B* are commonly found in plant cells. When tested, it was discovered that molecule *A* quickly passed through the artificial plant cell membrane. Molecule *B* did not pass through.

Note: The answer to question 76 should be recorded on your separate answer sheet.

76 The locations of molecules *A* and *B* at the beginning of the experiment are shown. Which statement best describes what was observed when the setup was examined 20 minutes later?

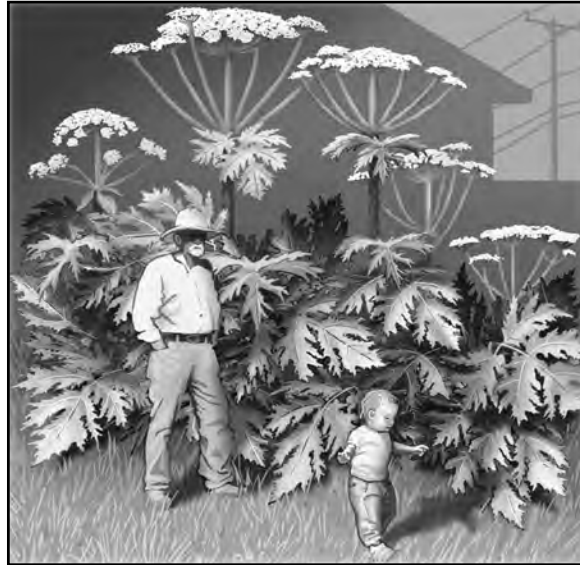
- (1) Molecule *A* remained inside the artificial cell and molecule *B* remained outside.
- (2) Only molecule *A* was found both inside and outside the artificial cell.
- (3) Only molecule *B* was found both inside and outside the artificial cell.
- (4) Both molecules *A* and *B* were found inside and outside the artificial cell.

77 State *one* way the two molecules could differ that would explain the difference in their ability to pass through the artificial plant cell membrane. [1]

Base your answer to question 78 on the information and diagram below and on your knowledge of biology. The diagram shows a plant called hogweed.

Hogweed is highly toxic and has become invasive in New York State. It can cause severe burns and blisters if touched.

Hogweed Plants



Source: <http://www.washingtonpost.com>

78 If you were given packaged samples of hogweed plant parts, describe *one* specific procedure you could use to determine if an unknown plant might be related to hogweed. [1]

Base your answers to questions 79 through 82 on the information and diagram below and on your knowledge of biology.

A human gene contains the following DNA base sequence: ACGCCCACCTTA

The gene mutated. It then contained the following DNA base sequence: ACGCGCACCTTA

**Universal Genetic Code Chart
Messenger RNA Codons and the Amino Acids for Which They Code**

		SECOND BASE				
		U	C	A	G	
FIRST BASE	U	UUU } PHE UUC } UUA } LEU UUG }	UCU } UCC } SER UCA } UCG }	UAU } TYR UAC } UAA } STOP UAG }	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 } AUC } ILE 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 } GUC } VAL GUA } GUG }	GCU } GCC } ALA GCA } GCG }	GAU } ASP GAC } GAA } GLU GAG }	GGU } GGC } GLY GGA } GGG }	U C A G

79 In the table below, record the mRNA codons coded for by the DNA base sequence of the mutated gene ACGCGCACCTTA. [1]

80 Then, using the Universal Genetic Code Chart, record the amino acid sequence that is coded for by the mRNA codons you placed in the table. [1]

Mutated Gene DNA Base Sequence	ACG	CGC	ACC	TTA
mRNA codons	_____	_____	_____	_____
Amino acid sequence	_____	_____	_____	_____

Note: The answer to question 81 should be recorded on your separate answer sheet.

- 81 Which type of mutation is represented in the new gene?
- | | |
|--------------|------------------|
| (1) addition | (3) inversion |
| (2) deletion | (4) substitution |

Note: The answer to question 82 should be recorded on your separate answer sheet.

- 82 The amino acids bond together to form which type of complex molecule?
- | | |
|-------------|-----------|
| (1) protein | (3) fat |
| (2) starch | (4) sugar |
-

83 A certain small population of finches already has an “ideal” beak type for its present environment. Describe *two* specific adaptations, other than beak type, that would contribute to the ability of these finches to survive. [1]

84 In order to determine the effect of muscle fatigue on the ability of students to squeeze a clothespin, five male students did jumping jacks for three minutes and then squeezed a clothespin as many times as possible in a minute. Three other male students ran up and down the stairs for 30 seconds and then squeezed a clothespin as many times as possible for one minute. The results of the two groups were recorded. Identify *one* change that could be made to the experiment to increase the validity of the conclusion made from these results. [1]

85 There is a group of plants, known as halophytes, that has traits that enable them to survive in salty environments. Describe *one* change, other than death, that would be observed in the cells of a plant that did *not* have these traits and was planted in a salty environment. [1]

LIVING ENVIRONMENT

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LIVING ENVIRONMENT

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

LIVING ENVIRONMENT

Monday, January 22, 2018 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Directions to the Teacher:

Refer to the directions on page 2 before rating student papers.

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Multiple Choice for Parts A, B-1, B-2, and D
Allow 1 credit for each correct response.

Part A			
1 2	9 3	17 3	25 2
2 1	10 1	18 2	26 2
3 3	11 4	19 4	27 4
4 2	12 1	20 1	28 3
5 4	13 1	21 1	29 2
6 2	14 4	22 4	30 3
7 4	15 2	23 3	
8 2	16 3	24 4	

Part B-1			
31 2	35 1	39 2	43 3
32 4	36 1	40 3	
33 3	37 4	41 1	
34 2	38 3	42 1	

Part B-2		
47 3	49 3	50 1

Part D		
73 1	75 3	81 4
74 3	76 2	82 1

Directions to the Teacher

Follow the procedures below for scoring student answer papers for the Regents Examination in Living Environment. Additional information about scoring is provided in the publication *Information Booklet for Scoring Regents Examinations in the Sciences*.

Do not attempt to correct the student's work by making insertions or changes of any kind. If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Marks elsewhere on the answer sheet will interfere with the accuracy of the scanning.

Allow 1 credit for each correct response.

At least two science teachers must participate in the scoring of the Part B–2, Part C, and Part D open-ended questions on a student's paper. Each of these teachers should be responsible for scoring a selected number of the open-ended questions on each answer paper. No one teacher is to score more than approximately one-half of the open-ended questions on a student's answer paper. Teachers may not score their own students' answer papers.

Students' responses must be scored strictly according to the Scoring Key and Rating Guide. For open-ended questions, credit may be allowed for responses other than those given in the rating guide if the response is a scientifically accurate answer to the question and demonstrates adequate knowledge as indicated by the examples in the rating guide. On the student's separate answer sheet, for each question, record the number of credits earned and the teacher's assigned rater/scorer letter.

Fractional credit is *not* allowed. Only whole-number credit may be given for a response. If the student gives more than one answer to a question, only the first answer should be rated. Units need not be given when the wording of the questions allows such omissions.

For hand scoring, raters should enter the scores earned in the appropriate boxes printed on the separate answer sheet. Next, the rater should add these scores and enter the total in the box labeled "Total Raw Score." Then the student's raw score should be converted to a scale score by using the conversion chart that will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on Monday, January 22, 2018. The student's scale score should be entered in the box labeled "Scale Score" on the student's answer sheet. The scale score is the student's final examination score.

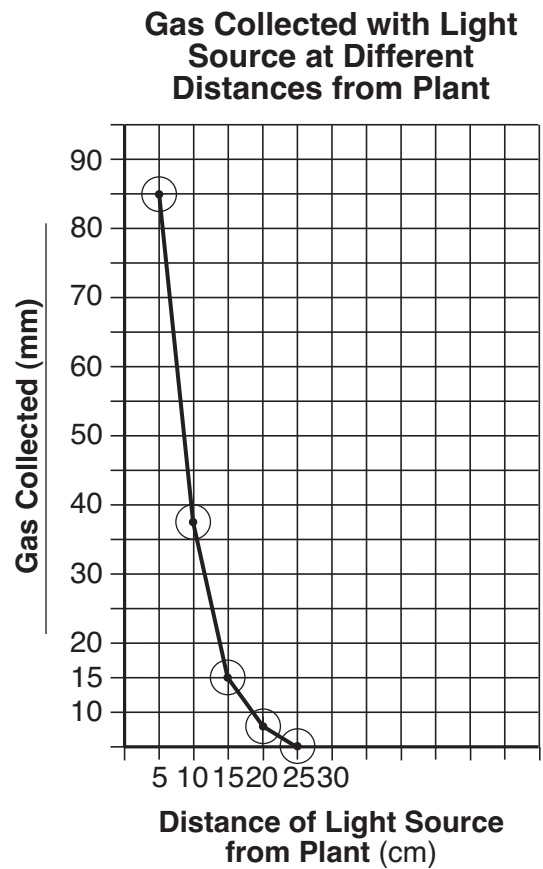
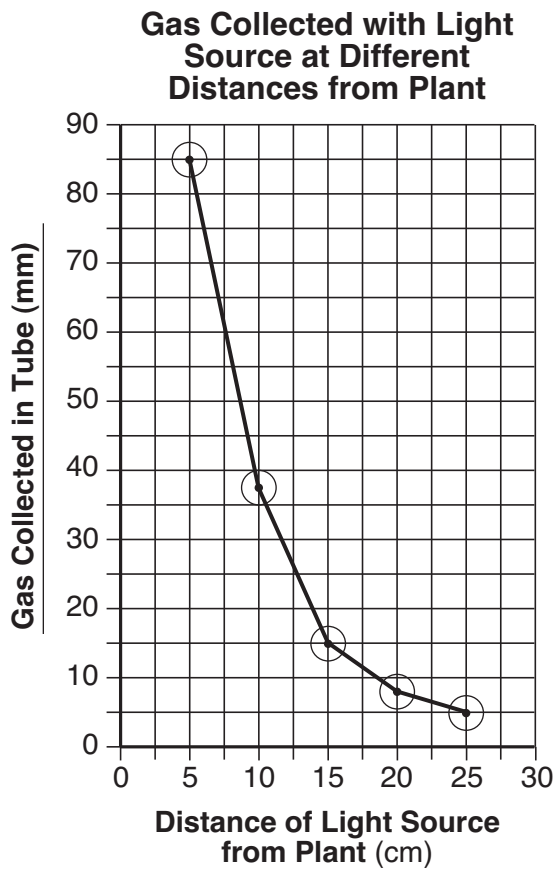
Schools are not permitted to rescore any of the open-ended questions on this exam after each question has been rated once, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Because scale scores corresponding to raw scores in the conversion chart may change from one administration to another, it is crucial that, for each administration, the conversion chart provided for that administration be used to determine the student's final score.

Part B-2

- 44 [1] Allow 1 credit for providing an appropriate label on the y -axis and including the units.
- 45 [1] Allow 1 credit for marking an appropriate scale, without any breaks in the data, on each labeled axis.
- 46 [1] Allow 1 credit for correctly plotting the data and connecting the points.

Two examples of a 3-credit response for questions 44-46:



Note: Allow credit if the points are plotted correctly, but not circled.

Do *not* assume that the intersection of the x - and y -axes is the origin (0,0) unless it is labeled. An appropriate scale only needs to include the data range in the data table.

Do *not* allow credit if points are plotted that are not in the data table, e.g., (0,0), or for extending lines beyond the data points.

47 MC on scoring key

- 48 [1] Allow 1 credit for oxygen/O₂.

49 MC on scoring key

50 MC on scoring key

51 [1] Allow 1 credit for insulin or glucagon.

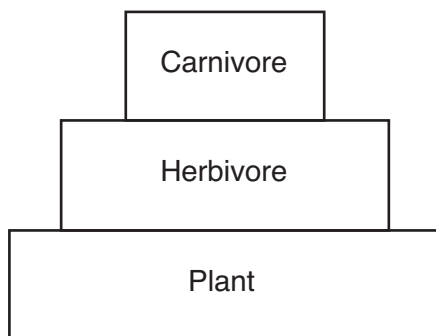
52 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- Each hormone has a different shape and attaches to a specific receptor.
- Hormones differ in their shapes. If this shape were changed, the molecule would not send the necessary message to the cell.
- Different sequences of amino acids make different hormones, giving them a unique shape.
- Cell receptors are specific for certain hormones.

53 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- They would eat different foods.
- They eat at different times.
- One species might be active at night; one might be active during the day.
- There is plenty of food for both to survive.
- They occupy different niches.
- They may have a mutualistic/symbiotic relationship.

54 [1] Allow 1 credit for:



Energy Pyramid

55 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- As energy is transferred at each feeding level, some is lost as heat.
- Some of the energy is lost at each step of the energy pyramid.
- About 90% of the available energy is lost at each feeding level.
- Some energy is used for life functions.
- At each level, only about 10% is passed on to the next level.

Part C

Note: The student's response to the bulleted items in question 56–58 need *not* appear in the following order.

- 56** [1] Allow 1 credit for explaining why red fescue plants with the fungus normally have an advantage over red fescue plants without the fungus. Acceptable responses include, but are not limited to:
- The plants with the fungus contain the toxin that usually keeps them from being eaten.
 - Plants with the fungus are poisonous to most animals that eat them. Plants without the fungus will be eaten readily by many herbivores with no negative effects.
 - The fungus produces a toxin that is harmful to some animals that eat the red fescue grass.
 - because it is toxic
 - It may not be eaten by reindeer or moose.
- 57** [1] Allow 1 credit for explaining how the moose and reindeer saliva protects them from the harmful effects of the fungus. Acceptable responses include, but are not limited to:
- The saliva slows down fungus growth.
 - The saliva helps detoxify the grass.
 - The saliva helps detoxify the fungus/poison.
- 58** [1] Allow 1 credit for explaining how the moose and reindeer could possess the same adaptation that protects them from the toxin produced by the fungus. Acceptable responses include, but are not limited to:
- The two species have a common ancestor that had the adaptation.
 - The same genetic mutation occurred independently in each species.
 - The ancestors of the two animals may have each had a different mutation that happened to protect them against the fungus toxin.
 - The two species are related.
 - It is the result of convergent evolution.
- 59** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- No eggs would be produced/sterility.
 - A female might not produce estrogen/progesterone.
 - An egg would not be released by the ovary.
 - A woman might have difficulty becoming pregnant.
 - Female characteristics would be influenced.
 - disrupts the female's menstrual cycle

- 60** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- The bacteria in the student’s throat were resistant/immune to the antibiotic.
 - The bacteria had a mutation that made them resistant to the medication.
 - The student had a more severe infection, and it took longer for the antibiotic to work.
 - The student had a weaker immune system.

- 61** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- It increases genetic diversity/biodiversity.
 - It increases species variation.
 - makes the elephant population more diverse
 - Captive elephants produce lower-quality sperm.

- 62** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- habitat destruction/loss of food
 - lack of reproductive success
 - illness/disease
 - Breeding programs were not successful.
 - climate change
 - natural predators
 - lack of genetic diversity

Note: Do *not* allow credit for hunting or poaching.

- 63** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- They will recognize the CD19 protein/antigen on the B cells and destroy the B cells.
 - They can be used to destroy any cell with the CD19 protein on its surface.
 - They recognize the antigen on the surface of the B cells.
 - They can kill/destroy B cells.

- 64** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- B cells are killed by the new T cells, and B cells normally make antibodies.
 - The B cells that were destroyed by the treatment made antibodies, so antibodies should be given to the patient.
 - After the injections of T cells, the body won’t have enough antibodies to fight infection/disease.
 - because most of the B cells were destroyed

- 65** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- The person's immune system will reject/attack cells from the donor.
 - The cells of different individuals have different proteins on their surfaces.
 - Each person's cells are different, and one person's immune system will fight cells from another person.
 - Each person's cells/proteins/genes are different.
- 66** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- absence of light
 - sulfur-bearing minerals/methane
 - high temperatures/heat
 - The pressure is very high at deep ocean depths.
- 67** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- Crabs are predators.
 - Crabs are consumers of the other organisms.
 - The other organisms are the prey.
 - Crabs feed directly on animals in the vent community.
 - predator/prey relationship
- 68** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- The bacteria can use sulfur-bearing minerals instead of light to produce organic materials.
 - They can produce organic matter without sunlight.
 - The bacteria produce food without photosynthesis.
- 69** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- With genetic modification, specific traits can be changed.
 - Direct gene modification can be quicker while selective breeding can take many generations.
 - It can take many generations to modify animals or plants with selective breeding.

- 70** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- It is more expensive to repeatedly inject them with the hormone.
 - They produce the hormone constantly due to the modified switch.
 - The offspring of the salmon will inherit the trait for rapid growth.

- 71** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- They could outcompete the wild salmon for resources.
 - They could negatively interact with native salmon.
 - They could disrupt the food web.
 - The new gene could get into the wild salmon and harm the wild salmon population.

- 72** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- The transgenic Atlantic salmon grow faster.
 - Salmon farming could be more profitable.
 - Transgenic salmon can be brought to market sooner, so people would have more food.
 - Farming transgenic salmon could help conserve the wild salmon populations.

Part D

73 MC on scoring key

74 MC on scoring key

75 MC on scoring key

76 MC on scoring key

77 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- Molecule *A* is smaller than molecule *B*.
- Molecule *B* has an electrical charge.
- They could be different sizes.
- size of the molecule
- One is a sugar/monosaccharide and the other is a starch/polysaccharide.

78 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- Compare the structure of the leaves/flowers/seeds of the plant to a hogweed plant.
- Examine the arrangement of the conducting tubes in the stems.
- Carefully take DNA samples from the plants and compare them using gel electrophoresis.
- The chromatography results of the plant pigments could be compared.
- Compare the leaf cells of the plants using a microscope.
- Classify using a dichotomous/taxonomic key.

79 [1] Allow 1 credit for recording in the table the mRNA codons coded for by the mutated DNA sequence as shown in the table below.

80 [1] Allow 1 credit for recording the amino acid sequence that is coded for by the mRNA codons as shown in the table below.

Example of a 2-credit response for questions 79 and 80.

Mutated Gene DNA Base Sequence	ACG	CGC	ACC	TTA
mRNA codons	<u>UGC</u>	<u>GCG</u>	<u>UGG</u>	<u>AAU</u>
Amino acid sequence	<u>CYS</u>	<u>ALA</u>	<u>TRP</u>	<u>ASN</u>

Note: Allow 1 credit for an answer that is consistent with the student's response to question 79.

81 MC on scoring key

82 MC on scoring key

83 [1] Allow 1 credit for *two* adaptations. Acceptable responses include, but are not limited to:

- better eyesight to locate food
- ability to produce more offspring
- ability to fly faster
- resistance to diseases in the area
- ability to tolerate hot/cold temperatures

84 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- Increase the sample size of both groups.
- Keep the exercise/time of exercise for each group the same.
- A control group that does not exercise should be included in the design of the investigation.
- Have equal numbers of males in both groups.
- Both groups should include equal numbers of males and females.
- Repeat the experiment.
- Take a resting pulse rate.

- 85** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- The cells of the plant would lose water and shrink.
 - Water would leave the cells of the plant, and they would shrink.
 - The contents of the plant's cells would shrink.
 - The plant's cells would lose most of their water/become dehydrated.
 - plasmolysis

The *Chart for Determining the Final Examination Score for the January 2018 Regents Examination in Living Environment* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on Monday, January 22, 2018. Conversion charts provided for previous administrations of the Regents Examination in Living Environment must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

Map to Core Curriculum

January 2018 Living Environment

Standards	Question Numbers			
	Part A 1–30	Part B–1 31–43	Part B–2 44–55	Part C 56–72
Standard 1 — Analysis, Inquiry and Design				
Key Idea 1		34		72
Key Idea 2		35, 36		
Key Idea 3		31, 37	44, 45, 46	
Appendix A (Laboratory Checklist)			47	
Standard 4				
Key Idea 1	1, 15, 16, 18, 20	32, 39, 40	49, 52, 53	
Key Idea 2	11, 22, 23, 25, 26, 29, 30			69, 70
Key Idea 3	6	33		56, 57, 58, 60, 61
Key Idea 4	3, 7, 8	42		59
Key Idea 5	12, 24, 27, 28		48, 50, 51	63, 64, 65, 68
Key Idea 6	13, 14, 17, 19, 21		54, 55	66, 67
Key Idea 7	2, 4, 5, 9, 10	38, 41, 43		62, 71

Part D 73–85	
Lab 1	78, 79, 80, 81, 82
Lab 2	73, 75, 84
Lab 3	83
Lab 5	74, 76, 77, 85

Regents Examination in Living Environment – January 2018

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
85	100	56	78	27	49
84	98	55	77	26	47
83	97	54	76	25	46
82	96	53	75	24	44
81	96	52	75	23	43
80	95	51	74	22	42
79	94	50	73	21	40
78	93	49	72	20	39
77	93	48	71	19	37
76	92	47	71	18	35
75	91	46	70	17	34
74	90	45	69	16	32
73	90	44	68	15	30
72	89	43	67	14	29
71	88	42	66	13	27
70	87	41	65	12	25
69	87	40	64	11	23
68	86	39	63	10	21
67	86	38	62	9	19
66	85	37	61	8	17
65	84	36	60	7	15
64	83	35	59	6	13
63	83	34	57	5	11
62	82	33	56	4	9
61	81	32	55	3	7
60	80	31	54	2	5
59	80	30	53	1	2
58	79	29	51	0	0
57	78	28	50		

To determine the student's final examination score, find the student's total test raw score in the column labeled "Raw Score" and then locate the scale score that corresponds to that raw score. The scale score is the student's final examination score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

Schools are not permitted to rescore any of the open-ended questions on this exam after each question has been rated once, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Because scale scores corresponding to raw scores in the conversion chart change from one administration to another, it is crucial that for each administration the conversion chart provided for that administration be used to determine the student's final score. The chart above is usable only for this administration of the Regents Examination in Living Environment.