

FOR TEACHERS ONLY

Bio

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

BIOLOGY

Thursday, August 13, 1998 — 12:30 to 3:30 p.m., only

SCORING KEY

Part I

Refer to the table on the answer paper for the number of credits to be given on Part I.

Part I (65 credits)

1	1	2	3	X	21	X	2	3	4	41	1	X	3	4
2	X	2	3	4	22	1	X	3	4	42	1	2	X	4
3	1	2	X	4	23	1	2	3	X	43	1	X	3	4
4	1	2	X	4	24	1	2	X	4	44	X	2	3	4
5	1	X	3	4	25	1	X	3	4	45	X	2	3	4
6	1	X	3	4	26	1	2	X	4	46	1	2	X	4
7	1	2	3	X	27	1	2	3	X	47	1	2	3	X
8	1	X	3	4	28	X	2	3	4	48	1	X	3	4
9	1	2	3	X	29	1	2	X	4	49	1	2	3	X
10	1	X	3	4	30	1	2	3	X	50	1	2	X	4
11	1	2	X	4	31	X	2	3	4	51	X	2	3	4
12	X	2	3	4	32	1	2	X	4	52	1	2	X	4
13	1	X	3	4	33	1	2	3	X	53	X	2	3	4
14	X	2	3	4	34	1	X	3	4	54	1	2	3	X
15	1	2	X	4	35	X	2	3	4	55	1	2	X	4
16	1	2	3	X	36	1	2	3	X	56	1	2	3	X
17	X	2	3	4	37	1	2	X	4	57	1	X	3	4
18	1	X	3	4	38	X	2	3	4	58	1	X	3	4
19	X	2	3	4	39	X	2	3	4	59	1	2	3	X
20	1	2	X	4	40	1	2	X	4					

Directions to the Teacher:

Use only *red* ink or *red* pencil in rating Regents examination papers. Do *not* correct the student's work by making insertions or changes of any kind.

Scan each answer paper to make certain that the student has marked only one answer for each question. If a student has marked two or more answers with an X in ink, draw a red line through the row of numbers for that question to indicate that no credit is to be allowed for that question when the answer paper is scored.

To facilitate scoring, the scoring key has been printed in the same format as the answer paper. The scoring key for **Part I and Part II** may be made into a scoring stencil by punching out the correct answers. Be sure that the stencil is aligned with the answer paper so that the holes correspond to the correct answers. To aid in proper alignment, punch out the first and last item numbers in each part and place the stencil on the answer paper so that these item numbers appear through the appropriate holes.

Part II

Allow a total of 20 credits, one credit for each question, for only two of the five groups in this part. If more than two groups are answered, only the first two should be considered.

Group 1 Biochemistry				
60	1	2	<input checked="" type="checkbox"/>	4
61	1	2	3	<input checked="" type="checkbox"/>
62	1	<input checked="" type="checkbox"/>	3	4
63	<input checked="" type="checkbox"/>	2	3	
64	1	<input checked="" type="checkbox"/>	3	
65	1	2	3	<input checked="" type="checkbox"/>
66	1	2	<input checked="" type="checkbox"/>	4
67	1	2	<input checked="" type="checkbox"/>	4
68	1	<input checked="" type="checkbox"/>	3	4
69	1	2	<input checked="" type="checkbox"/>	4

Group 3 Reproduction and Development				
80	1	2	<input checked="" type="checkbox"/>	4
81	<input checked="" type="checkbox"/>	2	3	4
82	1	<input checked="" type="checkbox"/>	3	4
83	1	2	3	<input checked="" type="checkbox"/>
84	1	<input checked="" type="checkbox"/>	3	4
85	1	2	3	<input checked="" type="checkbox"/>
86	1	2	<input checked="" type="checkbox"/>	4
87	<input checked="" type="checkbox"/>	2	3	4
88	1	2	<input checked="" type="checkbox"/>	4
89	1	<input checked="" type="checkbox"/>	3	4

Group 5 Ecology				
100	1	2	<input checked="" type="checkbox"/>	4
101	1	<input checked="" type="checkbox"/>	3	4
102	1	2	3	<input checked="" type="checkbox"/>
103	1	2	3	<input checked="" type="checkbox"/>
104	1	2	<input checked="" type="checkbox"/>	4
105	1	2	<input checked="" type="checkbox"/>	4
106	1	2	3	<input checked="" type="checkbox"/>
107	<input checked="" type="checkbox"/>	2	3	4
108	1	<input checked="" type="checkbox"/>	3	4
109	<input checked="" type="checkbox"/>	2	3	4

Group 2 Human Physiology				
70	1	<input checked="" type="checkbox"/>	3	4
71	<input checked="" type="checkbox"/>	2	3	4
72	1	2	<input checked="" type="checkbox"/>	4
73	1	<input checked="" type="checkbox"/>	3	4
74	1	2	<input checked="" type="checkbox"/>	4
75	1	2	3	<input checked="" type="checkbox"/>
76	1	2	3	<input checked="" type="checkbox"/>
77	<input checked="" type="checkbox"/>	2	3	4
78	1	2	<input checked="" type="checkbox"/>	4
79	1	2	<input checked="" type="checkbox"/>	4

Group 4 Modern Genetics				
90	1	2	<input checked="" type="checkbox"/>	
91	1	<input checked="" type="checkbox"/>	3	
92	1	<input checked="" type="checkbox"/>	3	4
93	1	2	3	<input checked="" type="checkbox"/>
94	1	<input checked="" type="checkbox"/>	3	4
95	<input checked="" type="checkbox"/>	2	3	4
96	<input checked="" type="checkbox"/>	2	3	4
97	1	2	<input checked="" type="checkbox"/>	4
98	1	2	3	<input checked="" type="checkbox"/>
99	1	<input checked="" type="checkbox"/>	3	4

Part III

Allow a total of 15 credits for only three of the five groups in this part. If all five groups are answered, only the first three should be considered.

Group 1

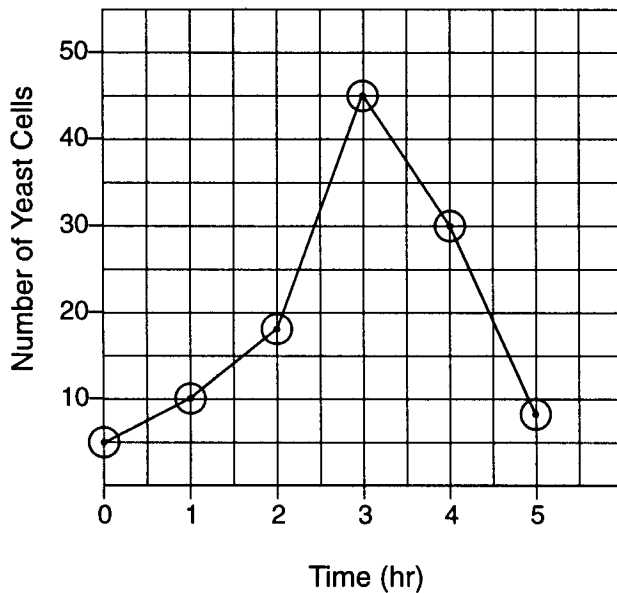
- 110 **X** 2 3 4
 111 1 2 **X** 4
 112 1 **X** 3 4
 113 1 2 3 **X**

The answer below represents a sample response. Other complete-sentence responses are acceptable. Allow no partial credit.

114 Is light needed for photosynthesis?

Group 2

115 – 116



Rating instructions for questions 115–116.

- 115** Allow one credit for marking an appropriate scale on each labeled axis.
116 Allow one credit for plotting the data correctly, surrounding each point with a small circle, and connecting the points.

The answers below represent sample responses. For questions 117 and 119, other complete-sentence responses are acceptable. Allow no partial credit.

- 117 The change in number might be due to a decrease in available food *or* the buildup of waste products.
 118 30–33 (If the student's graph is incorrect, allow credit for an answer that is consistent with the student's graph.)
 119 The temperature may decrease, which will decrease the activity of fish in the aquarium.
or
 If the temperature increases, the amount of oxygen in the water will decrease, which would slow down the activity of or kill the organisms in the aquarium.