

Central Board of School Education

Marking Scheme 2016

[Official]

Senior School Certificate Examination

March 2016

Marking Scheme - Biology (Theory)

Expected Answers/Value Points

General Instructions :

The Marking Scheme and mechanics of marking

1. In the marking scheme the marking points are separated by commas, one oblique line (/) indicates acceptable alternative, two obliques (//) indicate complete acceptable alternative set of marking points.
2. Any words/phrases given within brackets do not have marks.
3. Allow spelling mistakes unless the misspelt word has another biological meaning. Ignore plurals unless otherwise stated in the marking scheme.
4. In any question exclusively on diagram no marks on any description. But in questions on descriptions, same value points may be marked on the diagrams as a substitute.
5. All awarded marks are to be written in the left hand margin at the end of the question or its part.
6. Place a tick (✓) in red directly on the key/operative term or idea provided it is in correct context. Place “Half-tick” $\frac{1}{2}$ wherever there is $\frac{1}{2}$ mark in the marking scheme. (Do not place tick indiscriminately just to show that you have read the answer).
7. If no marks are awarded to any part or question put a cross (×) at incorrect value portion and mark it zero (in words only).
8. Add up ticks or the half ticks for a part of the question, do the calculation if any, and write the part total or the question total in the left hand margin.
9. Add part totals of the question and write the question total at the end. Count all the ticks for the entire question as a recheck and draw a circle around the question total to confirm correct addition.
10. If parts have been attempted at different places do the totalling at the end of the part attempted last.
11. If any extra part is attempted or any question is reattempted, score out the last one and write “extra”.
12. In questions where only a certain number of items are asked evaluate only that many numbers in sequence as is asked ignoring all the extra ones even if otherwise correct.
13. Transcribe the marks on the cover page. Add up question totals. Recheck the script total by adding up circled marks in the script.
14. Points/answer given in brackets in marking scheme are not so important and may be ignored for marking.

Question Paper Code 57/1

SECTION – A

Q. Nos. 1 - 5 are of one marks each

1. **A male honeybee has 16 chromosomes whereas its female has 32 chromosomes. Give one reason.**

Ans Male Honey bee develops from unfertilized female gamete / unfertilised egg / Parthenogenesis of female gamete (16 chromosomes), female develops by fertilization / fertilised egg (32 chromosomes) = $\frac{1}{2} + \frac{1}{2}$

[1 Mark]

2. **Mention the role of 'genetic mother' in MOET.**

Ans Genetic mother is used to produce many eggs / for superovulation // 6-8 eggs (under the influence of FSH)

[1 Mark]

3. **What is biopiracy ?**

Ans Biopiracy is the use of bioresources by multinational companies and other organization without proper authorization/compensation payment to the concern country /organisation.

[1 Mark]

4. **Mention two advantages for preferring CNG over diesel as an automobile fuel.**

Ans Advantages of CNG-

- i) burns efficiently / less unburnt residues.
- ii) Cheaper than petrol / diesel.
- iii) Causes less pollution.
- iv) cannot be adulterated.
- v) cannot be siphoned by thieves. (any two) = $\frac{1}{2} \times 2$

[1 Mark]

5. **Write the probable differences in eating habits of *Homo habilis* and *Homo erectus*.**

Ans *Homo habilis* did not eat meat / vegetarian

Homo erectus ate meat (meat eater) = $\frac{1}{2} \times 2$

[1 Mark]

SECTION - B

Q Nos. 6-10 are of two marks each

6. **A single pea plant in your kitchen garden produces pods with viable seeds, but the individual papaya plant does not. Explain.**

Ans Pea- flowers of pea plants are bisexual , monoecious / self pollinated (to produce pods with viable seeds) = $\frac{1}{2} + \frac{1}{2}$

Papaya-Dioecious plant / unisexual plant bearing male and female flowers on separate plants, unable to produce viable seeds as there is no cross pollination / it could be a male plant which is unable to produce fruit and seeds = $\frac{1}{2} + \frac{1}{2}$

[1+1=2 Marks]

7. Following are the features of genetic codes. What does each one indicate ?

Stop codon; Unambiguous codon; Degenerate codon; Universal codon.

Ans Stop codon - does not code for any amino acid / terminates the synthesis of polypeptide chain

Unambiguous codon - one codon codes for one amino acid only

Degenerate codon - some amino acid are coded by more than one codon

Universal codon - genetic code is same for all organisms (bacteria to humans) = $\frac{1}{2} \times 4$

[2 Marks]

8. Suggest four important steps to produce a disease resistant plant through conventional plant breeding technology.

Ans Steps for producing disease resistant plants-

- i) Screening of germplasm (for resistance sources)
- ii) Hybridization of selected parents
- iii) Selection and evaluation of hybrids
- iv) Testing and release of new varieties = $\frac{1}{2} \times 4$

[2 Marks]

9. Name a genus of baculovirus. Why are they considered good biocontrol agents ?

Ans Nucleopolyhedrovirus = $\frac{1}{2}$

Species specific, narrow spectrum insecticidal application , no negative impact on non target organisms = $\frac{1}{2} \times 3$

[$\frac{1}{2} + 1\frac{1}{2} = 2$ Marks]

10. Explain the relationship between CFC's and Ozone in the stratosphere.

Ans UV rays act on CFC's , release Cl atom , which act on ozone to release O_2 , resulting in ozone layer depletion / causing ozone hole = $\frac{1}{2} \times 4$

[2 Marks]

OR

Why are sacred groves highly protected ?

Ans Sacred groves are highly protected - because of religious and cultural traditions , refuges for large number of rare and threatened plants / ecologically unique and biodiversity rich regions = 1+1

[2 Marks]

SECTION - C

Q Nos. 11-22 are of three marks each

11. (a) Name the organic material exine of the pollen grain is made up of. How is this material advantageous to pollen grain ?
- (b) Still it is observed that it does not form a continuous layer around the pollen grain. Give reason.
- (c) How are 'pollen banks' useful ?

Ans (a) Sporopollenin = $\frac{1}{2}$

Most resistant to high temperature / strong acids / alkali / no enzymes can degrade it (**any one**) = $\frac{1}{2}$

(b) (Germs pores) to allow pollen tube to emerge out / pollen germination = 1

(c) Helps in storing pollen grains for years / for crop breeding programmes = 1

[3 Marks]

OR

(a) **Mention the problems that are taken care of by Reproduction and Child Health Care programme.**

(b) **What is amniocentesis and why there is a statutory ban on it ?**

Ans (a) Uncontrolled population growth / social evil like sex abuse / sex related crime / STDs (**any two**) = $\frac{1}{2} \times 2$

(b) Foetal sex determination tests based on chromosomal pattern in the amniotic fluid / to study chromosomal abnormalities in the foetus = 1

Banned to legally check female foeticide = 1

[3 Marks]

12. What is a test cross ? How can it decipher the heterozygosity of a plant ?

Ans. - A cross to analyse whether genotype of dominant individual is homozygous or heterozygous = 1

- On crossing with a recessive parent, if 50% of progeny have dominant trait and 50% have recessive trait then the plant is said to be heterozygous = 1+1

//

The above value points can be considered with the help of a test cross = 1 + 1

[3 Marks]

13. (a) What do 'Y' and 'B' stand for in 'YAC' and 'BAC' used in Human Genome Project (HGP). Mention their role in the project.

(b) **Write the percentage of the total human genome that codes for proteins and the percentage of discovered genes whose functions are known as observed during HGP.**

(c) **Expand 'SNPs' identified by scientists in HGP.**

Ans. (a) - Y = Yeast = $\frac{1}{2}$

B = Bacterial = $\frac{1}{2}$

- Used as vector for cloning foreign DNA = $\frac{1}{2}$

(b) (<) 2% , (<) 50% = $\frac{1}{2} + \frac{1}{2}$

(c) Single Nucleotide Polymorphism = $\frac{1}{2}$

[3 Marks]

14. Differentiate between homology and analogy. Give one example of each.

Ans.	Homology	Analogy
	- Organisms having the same structure developed along different directions due to adaptations / different functions	- Different structures having the same function (in different organisms)
	- Result of divergent evolution	- Result of convergent evolution
	- Indicates common ancestry	- Does not indicate common ancestry
	- Anatomically same structures	- Anatomically different structures
	Example Forelimbs of whale - bats - cheetah - human // Thorns of Bougainvillea - tendrils of cucurbits	Example Wings of butterfly and birds // Sweet potato and potato (Any other correct example) = $\frac{1}{2} \times 2$
		[3 Marks]

15. (a) It is generally observed that the children who had suffered from chicken - pox in their childhood may not contract the same disease in their adulthood. Explain giving reasons the basis of such an immunity in an individual. Name this kind of immunity.

(b) What are interferons ? Mention their role.

Ans. (a) The first infection of chicken pox produce a primary response and antibodies are generated against chicken pox virus , subsequent encounter with the same virus elicits a highly intensified secondary response , due to the memory cells formed during the first encounter , active immunity = $\frac{1}{2} \times 4$

(b) Proteins secreted by viral infected cells , which protects non infected cells from viral infection / when α - interferon is given to cancer patient (it activates immune system) , destroys tumour = $\frac{1}{2} \times 2$

[3 Marks]

16. (a) Write the two limitations of traditional breeding technique that led to promotion of micro propagation.

(b) Mention two advantages of micro propagation.

(c) Give two examples where it is commercially adopted.

Ans. (a) Failed to keep pace with demand , failed to provide fast and efficient system of crop improvement = $\frac{1}{2} \times 2$

(b) Large number of plants can be developed in a short duration / production of genetically identical plants / somaclones / healthy plants can be recovered from diseased plants
(Any two) = $\frac{1}{2} \times 2$

(c) Tomato / banana / apple (Any two) = $\frac{1}{2} \times 2$

[3 Marks]

17. (a) How do organic farmers control pests ? Give two examples.

(b) State the difference in their approach from that of conventional pest control methods.

Ans. (a) Natural predation / biological control = 1

Ans. - Mutualism = $\frac{1}{2}$

Association between fungi and the root of higher plants, fungus absorbs essential nutrients from the soil and plant provides the fungi with energy yielding carbohydrates (both benefitted) = $\frac{1}{2} \times 2$

- Commensalism = $\frac{1}{2}$

Cattle stir up and flush out insects from the vegetation on which the egret feed, cattle is neither harmed nor benefitted / not effected = $\frac{1}{2} \times 2$

[3 Marks]

22. Differentiate between primary and secondary succession. Provide one example of each.

Ans. Primary Succession

- It begins with areas where no living organisms ever existed

- Establishment of a biotic community is very slow

Example

Newly cooled lava / bare rocks / newly created ponds or reservoir

Secondary Succession

- It begins in areas where natural biotic communities have been destroyed

- Establishment of a biotic community is faster = 1×2

Example

- Abandoned farm lands / burnt or cut forests / lands that have been flooded = $\frac{1}{2} \times 2$

[3 Marks]

SECTION - D

Q No. 23 is of four mark

23. A large number of married couples the world over are childless. It is shocking to know that in India the female partner is often blamed for the couple being childless.

(a) **Why in your opinion the female partner is often blamed for such situations in India? Mention any two values that you as a biology student can promote to check this social evil.**

(b) **State any two reasons responsible for the cause of infertility.**

(c) **Suggest a technique that can help the couple to have a child where the problem is with the male partner.**

Ans. (a) Female partner is blamed due to social mind set / inequality of sexes / lack of awareness / male dominated society / any other relevant point (**Any two**) = $\frac{1}{2} \times 2$

- Awareness to be created that abnormality can occur in both male and females and infertility issues with suitable examples

- Mutual respect towards both the partners in case of the problem and to find the remedy from medical experts instead of visiting quacks

- Educate them to find the reason and not believe in superstitions (**Any two**) = $\frac{1}{2} \times 2$

(b) Physical (abnormality in reproductive system), congenital, immunological or psychological (**Any two**) = $\frac{1}{2} \times 2$

- (c) Intra cytoplasmic sperm injection (ICSI) / artificial insemination (AI) / Intra uterine insemination (IUI) = 1

[4 Marks]

SECTION - E

Q Nos. 24-26 are of five marks each

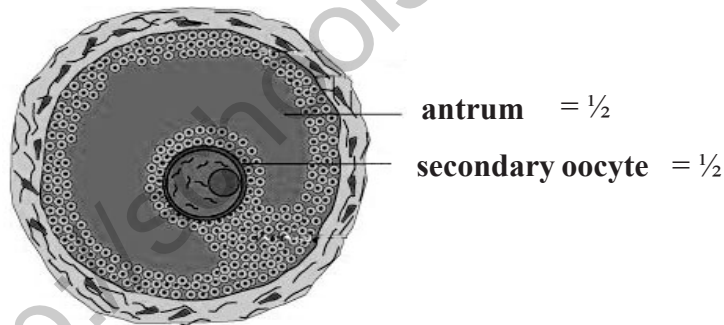
24. (a) Explain the menstrual phase in a human female. State the levels of ovarian and pituitary hormones during this phase.
- (b) Why is follicular phase in the menstrual cycle also referred as proliferative phase? Explain.
- (c) Explain the events that occur in a graafian follicle at the time of ovulation and thereafter.
- (d) Draw a graafian follicle and label antrum and secondary oocyte.

Ans. (a) Menstrual phase occurs when released ovum not fertilised, break down of endometrial lining (of the uterus) and its blood vessel form the liquid that comes out through the vagina, lasts for 3 to 5 days = $\frac{1}{2} \times 3$

Level of ovarian and pituitary hormones fall = $\frac{1}{2}$
//

graphically represented

- (b) Primary follicle grows into graafian follicle under the influence of LH & FSH, regeneration of endometrium (under the influence of estrogen) = $\frac{1}{2} \times 2$
- (c) Graafian follicle ruptures to release the ovum (secondary oocyte), remaining parts of the Graafian follicle transform into corpus luteum = $\frac{1}{2} \times 2$
- (d)



[5 Marks]

OR

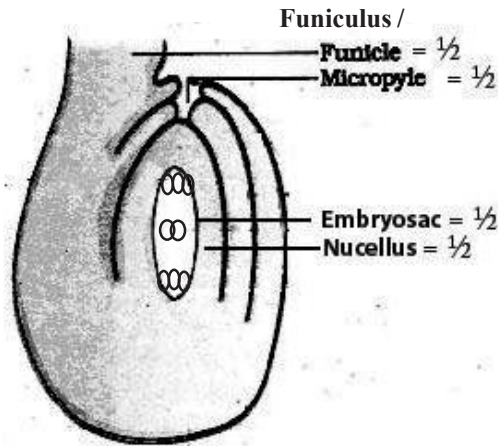
- (a) As a senior biology student you have been asked to demonstrate to the students of secondary level in your school, the procedure(s) that shall ensure cross-pollination in a hermaphrodite flower. List the different steps that you would suggest and provide reasons for each one of them.
- (b) Draw a diagram of a section of a megasporangium of an angiosperm and label funiculus, micropyle, embryo sac and nucellus.

Ans. (a) Emasculation, removal of anthers from the flower bud before the anther dehisce to avoid self pollination = $\frac{1}{2} + \frac{1}{2}$

Bagging, to prevent contamination of its stigma with unwanted pollen grains = $\frac{1}{2} + \frac{1}{2}$

Rebagging, the stigma of the mature ovary are dusted with desired pollen grains and rebagged to allow the fruit to develop = $\frac{1}{2} + \frac{1}{2}$

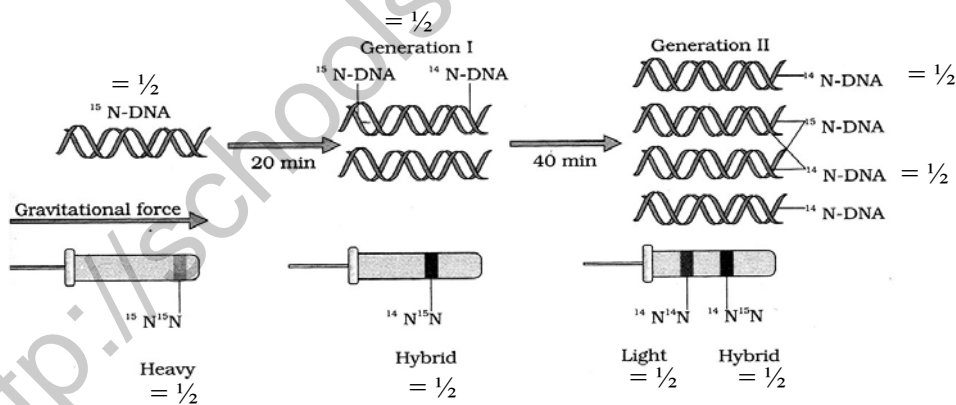
(b)



[5 Marks]

25. Describe Meselson and Stahl's experiment that was carried in 1958 on *E. Coli*. Write the conclusion they arrived at after the experiment.

Ans They grew *E. coli* , in $^{15}\text{NH}_4\text{Cl}$ for many generations to get ^{15}N incorporated into DNA , then the cells are transferred into $^{14}\text{NH}_4\text{Cl}$, the extracted DNA are centrifuged in CsCl and measured to get their densities , DNA extracted from the culture after one generation (20 minutes) , showed intermediate hybrid density , DNA extracted after two generations (40 minutes) showed light DNA , and hybrid DNA = $\frac{1}{2} \times 8 = 4$



A correctly labelled diagrammatic representation in lieu of the explanation of experiment = $\frac{1}{2} \times 8$
 DNA replication is semi conservative in nature = 1

OR

(a) Describe the process of transcription in bacteria.

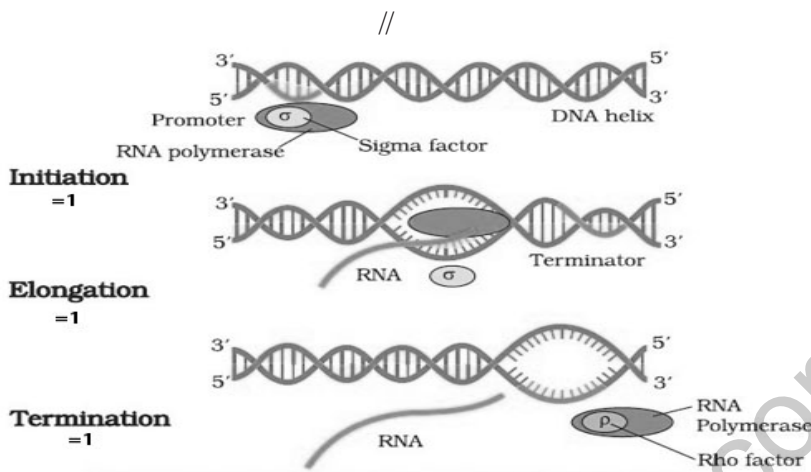
(b) Explain the processing the hnRNA needs to undergo before becoming functional mRNA in eukaryotes.

Ans. (a) Initiation : Enzyme(DNA dependent RNA polymerase)RNA polymerase binds with sigma factor (σ) and attaches to the promoter site ie 5' site of the DNA = 1

Elongation : When RNA polymerase moves from promoter to the terminator site it causes the polymerisation of nucleoside triphosphates / Nucleotides resulting in the formation of RNA (in

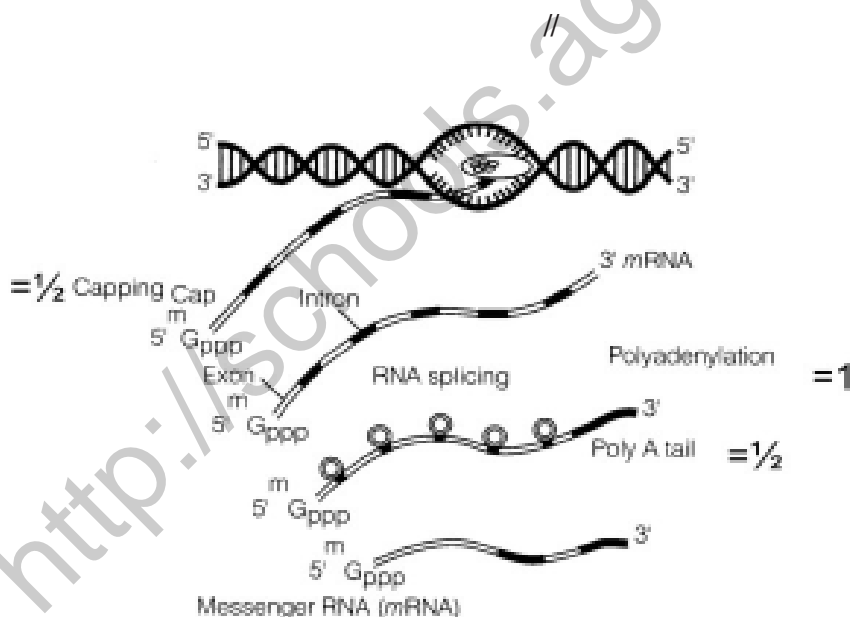
the 5'-3' direction)=1

Termination: RNA Polymerase on reaching the terminator site binds to ρ factor and the (nascent transcribed) RNA falls off along with RNA polymerase=1



(b) hnRNA undergoes splicing where introns are removed and exons are joined in a defined order = 1

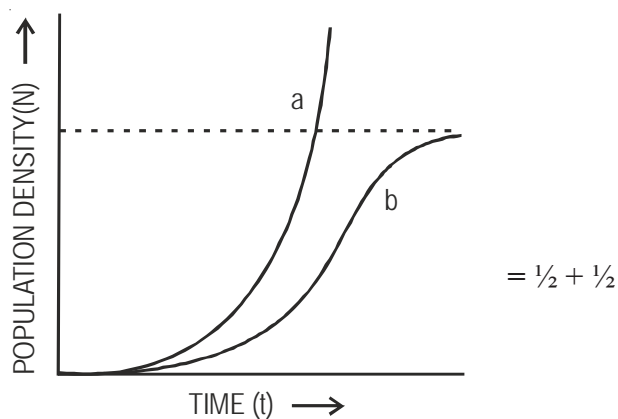
hnRNA undergoes additional processing i.e capping (addition of methyl guanosine triphosphate to the 5'end), tailing (200-300 poly adenylate residue are added to the 3' end.) = 1/2 + 1/2



[5 Marks]

26. (a) Name the two growth models that represent population growth and draw the respective growth curves they represent.
- (b) State the basis for the difference in the shape of these curves.
- (c) Which one of the curves represent the human population growth at present ? Do you think such a curve is sustainable ? Give reason in support of your answer.

Ans (a) Exponential growth curve , logistics growth curve = $\frac{1}{2} + \frac{1}{2}$



a - exponential growth curve b - logistic growth curve

- (b) Exponential growth - food resources and space unlimited ,
 Logistic growth - food resources and space limited = $\frac{1}{2} + \frac{1}{2}$
- (c) Exponential growth = 1
 not sustainable , as resources are limited / carrying capacity. = $\frac{1}{2} + \frac{1}{2}$

[5 Marks]

OR

(a) Taking an example of a small pond, explain how the four components of an ecosystem function as a unit.

(b) Name the type of food chain that exists in a pond.

(a) Productivity - conversion of inorganic substances into organic material with the help of radiant energy / sunlight by the autotrophs / producers (phytoplankton , algae , floating ,submerged plants) =1

Decomposition - decomposers (fungi , bacteria , flagellates) breakdown dead decayed organic matter into simpler compounds =1

Energy Flow - Unidirectional movement of energy towards higher trophic levels (producer to consumer) and its dissipation and loss as heat to the environment =1

Nutrient cycle- Mineralisation of dead matter to release them back for reuse of autotrophs =1

(b) Grazing food chain / detritus food chain =1

[5 Marks]