

الصفحة	<p style="text-align: center;">الامتحان الوطني الموحد للبكالوريا الممالك الدولية الدورة الاستدراكية 2020 - عناصر الإجابة -</p>		<p style="text-align: center;">  المملكة المغربية وزارة التربية الوطنية والتكوين المهني والتعليم العالي والبحث العلمي المركز الوطني للتقويم والامتحانات </p>
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4			
***	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSS	RR 32E	
3	مدة الإنجاز	علوم الحياة والأرض	المادة
7	المعامل	شعبة العلوم التجريبية مسلك علوم الحياة والأرض (خيار إنجليزية)	الشعبة أو المسلك

Key and marking scale

Questions	Response elements	Scores
Section I : Knowledge Retrieval (5 pts)		
I	1- definition (accept any correct definitions)	
	a- Pedigree: Schematic representation of the phenotypes of individuals belonging to the same family in order to follow their characters through the generations.	0.5
	b- Karyotype: Simple schematic representation of the individual chromosomes of a cell, based on their size, the arrangement of the centromere and the colored bands	0.5
	2- two ways to Prenatal diagnosis of chromosomal abnormalities : - Ultrasonography - Chorionic villus sampling and realization of karyotype.....	0.25x2
II	3- difficulties related to human genetics (accept two of): - Human is not subject to experimental crosses. - Human is not subject to inducing mutations by mutagens. - Low number of descendants which limits the application of the statistical laws of heredity. - High number of chromosomes - Long gestation period. - Long development cycle	0.25x2
	II (1, c) ; (2, d) ; (3, b) ; (4, b)	0.5x4
	III a- false b- true c- false d- true	0.25x4
	Section II : Scientific reasoning and communication in graphic and written modes (15 pts)	
Exercise 1 (5 pts)		
1	Comparison : The amount of glycogen in the muscle cells of the affected child is very low compared to that of a healthy child.....	0.25
	Explanation: Affected children by disease present a dysfunction of enzyme glycogen synthesis → the glycogen is not formed in muscle cell → low quantity of glycogen stored in muscle cell.....	0.75
2	Description: In strenuous exercise: glycogen content decreases slowly from 100 UA to 70 UA after two hours of muscular effort In moderate exercise: glycogen content decreases from 100 UA to 40 UA after	0.25

الصفحة	RR 32E	الامتحان الوطني الموحد للبكالوريا - الدورة الاستدراكية 2020 - عناصر الإجابة - مادة: علوم الحياة والأرض - شعبة العلوم التجريبية مسلك علوم الحياة والأرض (خيار إنجليزية)	
2			
4			
	two hours of muscular effort	0.25	
	In light exercise: glycogen content decreases quickly from 100 UA to 10 UA after 90 mn of muscular effort	0.25	
	Deduction : The consumption of glycogen increases in muscle cells with increasing muscular effort.	0.5	
3	Explanation Increase in muscular effort → increase consumption of ATP during muscular effort → activation of metabolic pathway of ATP synthesis in muscle cells (glycolysis, Krebs cycle, respiratory chain, lactic fermentation) → increase of the consumption of necessary glucose to ATP synthesis → increase of glycogen consumption.	0.25x5	
4	Explanation of the metabolic origin of disease Increase of muscular effort → leads to a high consumption of stored glycogen and release more glucose → synthesis more ATP necessary to muscle contraction..... But children with GSD-0 present dysfunction in glycogen synthase → the content of stored glycogen in muscle cells is low → intolerance to muscular effort.....	0.25x3 0.25x3	
Exercise 2 (6.5 pts)			
1	Protein-trait relationship: - With normal androgen receptors → fixation androgen to receptors allows the formation of a complex that activates expression of target genes → development of male sexual traits → healthy person..... - With abnormal androgen receptors → fixation androgen to receptors allows the formation of a complex that does not become active expression of target genes → alteration of sexual traits → sick person..... - So a modification in protein (androgen receptor) leads to a modification in trait (healthy or sick person).....	0.25 0.25 0.5	
2	Comparison of nucleotide sequences of gene AR between healthy individual and sick individual: - Resemblance in nucleotide sequences before and after CAG triplet repeats. - The CAG triplet is repeated 15 times in nucleotide sequence of the normal person while it is repeated 38 times in the nucleotide sequence of the sick person. Comparison of Amino acids sequences between healthy individual and sick individual: - Resemblance in nucleotide sequences before and after amino acids glutamine repeats. - The amino acid (Gln) is repeated 15 times in amino acids sequence of the normal person while it is repeated 38 times in amino acids sequence the sick person.....	0.5 0.5	
3	Explanation of genetic origin of the disease: Mutation by repetition (addition) of 23 triplet at the level of transcribed strand (DNA) → incorporation the 23 additional amino acids Gln in amino acid sequence → synthesis abnormal androgen receptor (protein) → alteration of development of male sexual traits (the Kennedy disease appear).	0.75	

4	<p>a. The responsible allele for disease is recessive (accept any logic response): -The parents I₁ and I₂ (or II₃ and II₄) are healthy phenotypes and give birth to a child II₁ (or III₁) of sick phenotype →parent are heterozygous → responsible allele for disease is recessive. -The responsible allele for disease is not carried by chromosome X → the woman I₂ (orII₃) is healthy and give birth to a sick child, so she is carrying allele responsible for disease →responsible allele for disease is recessive.....</p> <p>- Genotype of individuals I₂,II₁, III₂: - I₂ : X_NX_n - II₁ : X_NY - III₂ : X_NX_N ou X_NX_n</p> <p>b. The probability for that couple III₂ and III₃ to give birth to healthy child:</p> <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">Parents :</td> <td style="padding-right: 10px;">III₂ ♀</td> <td style="padding-right: 10px; text-align: center;">x</td> <td style="padding-right: 10px;">III₃ ♂</td> <td rowspan="4" style="font-size: 3em; vertical-align: middle; padding-left: 10px;">}</td> </tr> <tr> <td>Phenotypes :</td> <td>[N]</td> <td></td> <td>[N]</td> </tr> <tr> <td>Genotypes :</td> <td>X_NX_n</td> <td></td> <td>X_NY</td> </tr> <tr> <td>Gametes :</td> <td>X_N ½ X_n ½</td> <td></td> <td>X_N ½ Y ½</td> </tr> </table> <p>Punnet square:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Gamètes ♂ ♀</td> <td style="padding: 5px;">X_N 1/2</td> <td style="padding: 5px;">Y 1/2</td> </tr> <tr> <td style="padding: 5px;">X_N 1/2</td> <td style="padding: 5px;">X_NX_N [N] 1/4</td> <td style="padding: 5px;">X_NY [N] 1/4</td> </tr> <tr> <td style="padding: 5px;">X_n 1/2</td> <td style="padding: 5px;">X_NX_n [N] 1/4</td> <td style="padding: 5px;">X_nY [n] 1/4</td> </tr> </table> <p>The probability for that couple III₂ × III₃ to give birth to healthy child is ¼ ...</p>	Parents :	III ₂ ♀	x	III ₃ ♂	}	Phenotypes :	[N]		[N]	Genotypes :	X _N X _n		X _N Y	Gametes :	X _N ½ X _n ½		X _N ½ Y ½	Gamètes ♂ ♀	X _N 1/2	Y 1/2	X _N 1/2	X _N X _N [N] 1/4	X _N Y [N] 1/4	X _n 1/2	X _N X _n [N] 1/4	X _n Y [n] 1/4	<p>0.25</p> <p>0.25x3</p> <p>0.25</p> <p>0.25</p> <p>0.25</p> <p>0.25</p>
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5	<p>The frequency of the normal allele and abnormal allele</p> <p>the frequency of abnormal allele : f([X_nY])= q² = 1/150000 So f([n]) = q = √1/150000 = 0.000006..... - the frequency of normal allele : f([N])= 1 - q= 1 - 0.0000066 = 0.999994</p>	0.5x2
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6	<p>The frequencies of women carrying and women not carrying allele responsible for disease: f(X_NX_N) = p² = 0.999988 f(X_NX_n)= 2pq = 2 × 0.99999 × 0.000006 = 0.000011</p>	<p>0.5</p> <p>0.5</p>
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Exercise 3 (3.5pts)

1	<p>Deduction and justification: -the parents are of pure lineage -The responsible allele for normal size is dominant (N) and responsible allele for dwarf size is recessive (n)..... -The responsible allele for smooth fruit is dominant (l) and responsible allele for velvety fruit is recessive (ℓ).....</p>	<p>0.25</p> <p>0.25</p> <p>0.25</p>
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2	<p>a. The two genes are linked: The test cross gives two parental phenotypes with a percentage 95.6% upper to percentage of recombinated phenotype 4.4% → The two studied genes are linked Deduction : The percentage of recombinated phenotype is 4.4%, so the distance between two studied genes is 4.4 cMg</p> <p>b. chromosomal interpretation of result of second cross Parents Plants of generation F₁ x Plants of muted line Phenotypes [N; L] x [n ; ℓ]</p> <p>Genotypes $\frac{N}{n} \frac{L}{\ell}$ $\frac{n}{n} \frac{\ell}{\ell}$</p> <p>Gametes</p> <table style="margin-left: 40px;"> <tr> <td>$\frac{N}{n} \frac{L}{\ell}$ 47.6%</td> <td>$\frac{n}{n} \frac{\ell}{\ell}$ 100%</td> </tr> <tr> <td>$\frac{n}{n} \frac{\ell}{\ell}$ 48%</td> <td></td> </tr> <tr> <td>$\frac{n}{n} \frac{L}{\ell}$ 2.3%</td> <td></td> </tr> <tr> <td>$\frac{N}{n} \frac{\ell}{\ell}$ 2.1%</td> <td></td> </tr> </table> <p>Punnet square:</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Gametes</td> <td style="padding: 5px;">$\frac{N}{n} \frac{L}{\ell}$ 47.6%</td> <td style="padding: 5px;">$\frac{n}{n} \frac{\ell}{\ell}$ 48%</td> <td style="padding: 5px;">$\frac{N}{n} \frac{\ell}{\ell}$ 2.3%</td> <td style="padding: 5px;">$\frac{n}{n} \frac{L}{\ell}$ 2.1%</td> </tr> <tr> <td style="padding: 5px;">$\frac{n}{n} \frac{\ell}{\ell}$ 100%</td> <td style="padding: 5px;">[N,L] 47.6%</td> <td style="padding: 5px;">[n, ℓ] 48%</td> <td style="padding: 5px;">[n,L] 2.3%</td> <td style="padding: 5px;">[N, ℓ] 2.1%</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">$\frac{N}{n} \frac{L}{\ell}$</td> <td style="padding: 5px;">$\frac{n}{n} \frac{\ell}{\ell}$</td> <td style="padding: 5px;">$\frac{N}{n} \frac{\ell}{\ell}$</td> <td style="padding: 5px;">$\frac{n}{n} \frac{L}{\ell}$</td> </tr> </table>	$\frac{N}{n} \frac{L}{\ell}$ 47.6%	$\frac{n}{n} \frac{\ell}{\ell}$ 100%	$\frac{n}{n} \frac{\ell}{\ell}$ 48%		$\frac{n}{n} \frac{L}{\ell}$ 2.3%		$\frac{N}{n} \frac{\ell}{\ell}$ 2.1%		Gametes	$\frac{N}{n} \frac{L}{\ell}$ 47.6%	$\frac{n}{n} \frac{\ell}{\ell}$ 48%	$\frac{N}{n} \frac{\ell}{\ell}$ 2.3%	$\frac{n}{n} \frac{L}{\ell}$ 2.1%	$\frac{n}{n} \frac{\ell}{\ell}$ 100%	[N,L] 47.6%	[n, ℓ] 48%	[n,L] 2.3%	[N, ℓ] 2.1%		$\frac{N}{n} \frac{L}{\ell}$	$\frac{n}{n} \frac{\ell}{\ell}$	$\frac{N}{n} \frac{\ell}{\ell}$	$\frac{n}{n} \frac{L}{\ell}$	<p>0.5</p> <p>0.25</p> <p>0.25</p> <p>0.25</p> <p>0.5</p>
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3	<p>a. The relative distance between the gene responsible for the plant size and the one responsible for leaf color is The percentage of the recombinated phenotype is 12.2%, so the distance between two genes is 12.2cMg The relative distance between the gene responsible for the plant size and the one responsible for leaf color is The percentage of the recombinated phenotype is 16.4%, so the distance between two genes is 16.4 cMg.....</p> <p>b. The map gene of three studied genes: scale (obligatory): 1cm → 2 cMg (Accept anv appropriate scale)</p> <div style="margin-left: 40px;"> <table style="border-collapse: collapse;"> <tr> <td style="text-align: center;">(L, ℓ)</td> <td style="text-align: center;">d=4.4</td> <td style="text-align: center;">(N,n)</td> <td style="text-align: center;">d= 12.2</td> <td style="text-align: center;">(V, ω)</td> </tr> <tr> <td style="text-align: center;">←</td> <td style="text-align: center;">cMg</td> <td style="text-align: center;">←</td> <td style="text-align: center;">cMg</td> <td style="text-align: center;">←</td> </tr> <tr> <td style="text-align: center;">←</td> <td colspan="2" style="text-align: center;">←</td> <td style="text-align: center;">←</td> <td style="text-align: center;">←</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">d= 16.6</td> <td></td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">cMg</td> <td></td> <td></td> </tr> </table> </div>	(L, ℓ)	d=4.4	(N,n)	d= 12.2	(V, ω)	←	cMg	←	cMg	←	←	←		←	←		d= 16.6					cMg				<p>0.25x2</p> <p>0.5</p>
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