

الصفحة	1	الامتحان الوطني الموحد للبكالوريا المسالك الدولية الدورة العادية 2021 - عناصر الإجابة -	الجمهورية المغربية وزارة التربية الوطنية والتكوين المهني والتعليم العالي والبحث العلمي المركز الوطني للتقويم والامتحانات
4			

	SSSSSSSSSSSSSSSSSSSSSS	NR 32E	

3h	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	definition (accept any correct definitions)	
	a- Mitosis: Cell division that allows to obtain, from a mother cell, two genetically identical daughter cells carrying the same genetic information as the mother cell. b- Restriction enzyme: enzyme that allows of cutting the DNA in specific locations.	0.5 0.5
II	(1, a) ; (2, b) ; (3, a) ; (4, c)	0.5x4
III	1- false 2- true 3- false 4- false	0.25x4
IV	(1, c) ; (2, d) ; (3, b) ; (4, a)	0.25x4
Section II : Scientific reasoning and communication in graphic and written modes (15 pts)		
Exercise 1 (5.5 pts)		
1	Description :	
	+Variation in the concentration of O₂ -before adding pyruvate, the concentration of O ₂ is constant at about 90%. -after adding pyruvate (t ₁), the concentration of O ₂ decreases then stabilizes at 70%. -after adding ADP +Pi (t ₂), the concentration of O ₂ decrease to reach 30%. +Variation in the concentration of ATP -before adding pyruvate, the concentration of ATP is constant at about 37 UA. -after adding pyruvate (t ₁), the concentration of ATP increases to reach 50 UA. -after adding ADP +Pi (t ₂), the concentration of ATP increase to reach more than 90UA.	0.5 0.5
	Deduction The pyruvate and ATP + Pi activate the consumption of O ₂ and the ATP production at the mitochondrion level. (Accept: the pyruvate and ADP +Pi activate the mitochondrial respiration).	0.5
2	Description:	0.5
	-Before O ₂ injection, the concentration of H ⁺ is zero in the medium. -Just after the injection of O ₂ , the concentration of H ⁺ increase to reach maximal value (more than 40.10 ⁻⁹ mol/L) and decreases to reach its initial value after 240s. Deduction of the effect of O₂ injection on the direction of movement of protons H⁺: The O ₂ activates the exit of H ⁺ from the matrix to external medium through the mitochondrial inner membrane.	0.5

الصفحة 2 4	NR 32E	<p style="text-align: center;">الامتحان الوطني الموحد للبكالوريا - الدورة العادية 2021 - عناصر الإجابة - مادة: علوم الحياة والأرض - شعبة العلوم التجريبية مسلك علوم الحياة والأرض (خيار إنجليزية)</p>	
3		<p>Explanation of the variation of the concentrations of O₂, H⁺ and ATP:</p> <ul style="list-style-type: none"> - Adding pyruvate to mitochondrial suspension → degradation of pyruvate in the matrix → reduction of electron and proton transporters 0.5 → Oxidation of reduced transporters in the respiratory chain coupled to reduction of O₂ → consumption of O₂. (Figure a document 1)..... 0.5 → Pumping (expulsion) protons H⁺ from the matrix to the inter-membrane space → increase the concentration of H⁺ in inter-membrane space and formation proton H⁺ gradient on either side of the mitochondrial inner membrane.(Figure b document 2) 0.5 → return of H⁺ protons to the matrix (decrease in the concentration of H⁺ protons in the external medium) through the ATP synthase → phosphorylation of ADP and ATP synthesis (Figure b document 1)..... 0.5 	
4		<p>Explanation of asphyxiation due to exposure to the HCN:</p> <p>Exposure to hydrocyanic (HCN) inhibits the transporter T₆ → the electrons do not arrive to final acceptor that is O₂ (no reduction of O₂) which explain the stop of consumption of O₂ → stop the oxidative phosphorylation which explain the stop of ATP synthesis</p> <p>=> the cells are unable to use O₂ even in its presence from where asphyxiation.</p>	1
Exercise 2 (6.5 pts)			
1		<p>Protein-trait relationship:</p> <ul style="list-style-type: none"> - in healthy individual: The enzyme (HEX-A) is functional → degradation of ganglioside GM2 in GM3 + GNA → no accumulation of GM2 in lysosomes of nerve cells → normal nerve cell → healthy individual 0.25 - in affected individual: The enzyme (HEX-A) is non-functional → no degradation of ganglioside GM2 → accumulation of GM2 in lysosomes of nerve cells → degeneration of nerve cell → individual raffected by Tay-Sachs 0.25 <p>The modification in the protein (enzyme HEX-A) causes a modification in the phenotype of individual (healthy or sick individual) from where the protein-trait relationship..... 0.25</p>	
2		<p>mRNA and amino acids sequences corresponding to each two alleles:</p> <ul style="list-style-type: none"> - Fragment of normal allele: 0.25x2 mARN : CGU - AUA- UCC- UAU- GCC- CCU- GAC Peptide : Arg - Ile - Ser - Tyr - Ala - Pro - Ac.asp - Fragment of abnormal allele: 0.25x2 mARN : CGU - AUA- UCU- AUC- CUA- UGC- CCC - UGA- C Peptide : Arg - Ile - Ser - Ile - Leu - Cys - Pro <p>The Genetic origin of disease: Mutation by addition of four untranscribed strand (DNA) has changed the reading frame → synthesis of RNAm modified include codon Stop compared to RNA normal → synthesis abnormal protein → enzyme HEX-A non-functional → the Tay-sachs disease appear 0.5</p> <p>Accept any correct mutation such as:</p>	

		<ul style="list-style-type: none"> - Addition of TCTA between nucleotides 1275 and 1276. - Addition of TATC between nucleotides 1273 and 1274. - Addition of TATC between nucleotides 1277 and 1278. - Addition of CTAT between nucleotides 1276 and 1277. 										
3		<p>The mode of transmission of this diseases: (accept any logical answer)</p> <ul style="list-style-type: none"> • The responsible allele for disease is recessive..... <p>Justification: The parents I₁ and I₂ (or II₄ and II₅) are healthy and gave birth to a sick girl II₃ (or a sick boy III₃).....</p> <ul style="list-style-type: none"> • The responsible gene for disease is carried by autosome..... <p>Justification: the disease is dominant, the girl II₃ is affected and descends from a healthy father I₂</p>	0.25 0.25 0.25 0.25									
4		<p>a. Genotypes of individuals I₂, II₂ et III₃ with justification:</p> <p>I₂: N//n because the individual is healthy and gave birth to a sick girl. II₂: N//n or N//N because she is healthy and descends from heterozygous parents III₃: n//n because he is affected.</p> <p>b. The probability that the couple (II₄ and II₅) give birth to a healthy child with justification:</p> <p style="text-align: center;">[N] II₄ x II₅ [N]</p> <p style="text-align: center;"> $\begin{array}{cc} N//n & N//n \\ \downarrow & \downarrow \\ \frac{1}{2} N/ & ; \frac{1}{2} n/ & \frac{1}{2} N/ & ; \frac{1}{2} n/ \end{array}$ </p> <p>Punnet square :</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Gametes of parents</td> <td style="padding: 5px;">$\frac{1}{2} N/$</td> <td style="padding: 5px;">$\frac{1}{2} n/$</td> </tr> <tr> <td style="padding: 5px;">$\frac{1}{2} N/$</td> <td style="padding: 5px;">$\frac{1}{4} N//N$ [N]</td> <td style="padding: 5px;">$\frac{1}{4} N//n$ [N]</td> </tr> <tr> <td style="padding: 5px;">$\frac{1}{2} n/$</td> <td style="padding: 5px;">$\frac{1}{4} N//n$ [N]</td> <td style="padding: 5px;">$\frac{1}{4} n//n$ [n]</td> </tr> </table> <p>The probability that the couple (II₄ and II₅) give birth to a healthy child is $\frac{3}{4}$.</p>	Gametes of parents	$\frac{1}{2} N/$	$\frac{1}{2} n/$	$\frac{1}{2} N/$	$\frac{1}{4} N//N$ [N]	$\frac{1}{4} N//n$ [N]	$\frac{1}{2} n/$	$\frac{1}{4} N//n$ [N]	$\frac{1}{4} n//n$ [n]	0.25 0.5 0.25 0.25 0.25
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5		<p>a. The frequency of two alleles N and n in these populations:</p> <p>we have : since the population is in equilibrium $f(n//n) = 1/3600 = q^2$</p> <p>So</p> <ul style="list-style-type: none"> - Normal allele frequency is: $f(n) = q = 0.0166$..... - Abnormal allele frequency is: $f(N) = p = 1 - q = 0.9834$..... <p style="text-align: center;"><i>N.B : accept also numerical applications :</i></p> <ul style="list-style-type: none"> - Normal allele frequency is: $f(n) = q = 0.0141$ - Abnormal allele frequency is: $f(N) = p = 1 - q = 0.9859$ <p>b. deduction:.....</p> <p>the healthy carrier individuals are heterozygous of genotype (N//n) → the frequency of healthy carrier individuals in these populations is:</p> <p style="text-align: center;">$f(N//n) = 2pq = 2 \times 0.0166 \times 0.9834 \approx 0.0326$</p> <p style="text-align: center;"><i>N.B : accept also numerical applications :</i></p> <p style="text-align: center;">$f(N//n) = 2pq = 2 \times 0.0141 \times 0.9859 \approx 0.0278$</p>	0.5 0.5 0.5									
Exercise 3 (3 pts)												
1		<p>According to the first and second cross, we deduce that:</p> <ul style="list-style-type: none"> - the parents are from pure lineage in each of the two crosses - The responsible allele for black coat is dominant (R) and responsible allele for red coat is recessive (r)..... - The responsible allele for united coat is dominant (B) and responsible allele for 	0.25 0.25									

		spotted is recessive (b)..... - Genes responsible for the color and the type of coat are carried by autosomes (two study traits are not sex linked).....	0.25															
			0.25															
2		the two studied genes are independents: because the cross 3 is a test cross which gives four different and equiprobable phenotypes (with equal percentage)	0.5															
3		a. genotypes of parents with justification: + the parent with dominant phenotype (black and united coat) is heterozygous: $R //r B//b$ Justification: the parent has descendants double-recessives with red and spotted coat.....	0.25															
		+the parent with red and united coat is homozygote for coat color but heterozygous for coat type: $r//r B//b$ Justification: the parent has a recessive phenotype for the color and it gave spotted descendants.....	0.25															
		b. Interpretation of results : Phenotypes : $[R, B]$ × $[r, B]$ Genotypes : $R //r B//b$ × $r//r B//b$ Gametes : $\frac{1}{4} R/B/ ; \frac{1}{4} r/b/$ $\frac{1}{2} r/B/ ; \frac{1}{2} r /b/$ $\frac{1}{4}R/b/ ; \frac{1}{4} r/B/$	0.25															
		Punnet square : <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">gametes</td> <td style="padding: 2px;">$\frac{1}{4} R/B/$</td> <td style="padding: 2px;">$\frac{1}{4} r/b/$</td> <td style="padding: 2px;">$\frac{1}{4} R/b/$</td> <td style="padding: 2px;">$\frac{1}{4} r/B/$</td> </tr> <tr> <td style="padding: 2px;">$\frac{1}{2} r/B/$</td> <td style="padding: 2px;">$R //r B//B$ 1 /8 [R, B]</td> <td style="padding: 2px;">$r //r B//b$ 1 /8 [r, B]</td> <td style="padding: 2px;">$R //r B//b$ 1 /8 [R,B]</td> <td style="padding: 2px;">$r //r B//B$ 1 /8 [r, B]</td> </tr> <tr> <td style="padding: 2px;">$\frac{1}{2} r /b/$</td> <td style="padding: 2px;">$R //r B//b$ 1 /8 [R, B]</td> <td style="padding: 2px;">$r //r b//b$ 1 /8 [r, b]</td> <td style="padding: 2px;">$R //r b//b$ 1 /8 [R, b]</td> <td style="padding: 2px;">$r //r B//b$ 1 /8 [r, B]</td> </tr> </table>	gametes	$\frac{1}{4} R/B/$	$\frac{1}{4} r/b/$	$\frac{1}{4} R/b/$	$\frac{1}{4} r/B/$	$\frac{1}{2} r/B/$	$R //r B//B$ 1 /8 [R, B]	$r //r B//b$ 1 /8 [r, B]	$R //r B//b$ 1 /8 [R,B]	$r //r B//B$ 1 /8 [r, B]	$\frac{1}{2} r /b/$	$R //r B//b$ 1 /8 [R, B]	$r //r b//b$ 1 /8 [r, b]	$R //r b//b$ 1 /8 [R, b]	$r //r B//b$ 1 /8 [r, B]	0.25
	gametes	$\frac{1}{4} R/B/$	$\frac{1}{4} r/b/$	$\frac{1}{4} R/b/$	$\frac{1}{4} r/B/$													
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$\frac{1}{2} r /b/$	$R //r B//b$ 1 /8 [R, B]	$r //r b//b$ 1 /8 [r, b]	$R //r b//b$ 1 /8 [R, b]	$r //r B//b$ 1 /8 [r, B]														
		Results: $3 /8 [R, B]$ $3 /8 [r, B]$ $1 /8 [r, b]$ $1 /8 [R, b]$	0.25															
		The theoretical results are identical to experimental results.....	0.25															