

UNIT 1

LIFE SCIENCE BIOLOGY BOOSTERS™ Buddy

PRACTICE QUESTIONS

EdBoosters™

Name: _____

Dear Student,

Welcome to the new Life Science: Biology Regents!

The new Regents includes a **different style of questions.** The questions are organized into clusters, with several questions connected to the same topic and set of stimuli. Learning how to answer these questions is a new skill, and it may take some time and practice.

To help you master this new format, this book is divided into **three sections:**

1 Content Review Questions

These straightforward, non-Regents questions check your understanding of the biology content. If you know the material, you should be able to answer them. If you are getting these questions wrong, return to that topic in the Life Science: Biology Boosters™ book and review it before continuing.

2 Regents Questions by Topic

In this section, Regents questions are organized by topic. We selected the specific stimuli needed to answer each question. You will need to use:

- The Regents skills taught in the Life Science: Biology Boosters™ book
- Your knowledge of biology
- Careful thinking and common sense

Do not become discouraged if it takes time to adjust to this new question style. Most students struggle at first, but with practice, they gradually get the hang of it.

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3 Regents Question Clusters

The third section includes **complete clusters.** A cluster is a group of questions connected to one topic and its stimuli. As you work through a cluster, you may need to flip back and use stimuli from earlier questions.

We begin integrating Regents Question Clusters in **Unit 2.** Review **Skill Booster 4: Cluster Questions** in the Life Science: Biology Boosters™ book for strategies that will help you work through these questions successfully.

Keep in mind: because the Regents is organized in clusters, if a question refers to information you do not see on that page, check the stimuli from earlier questions in the cluster. You will also find questions that you already mastered inside the clusters.

Remember, you are building new pathways in your brain. It is okay for your brain to work hard and even "hurt" a little! Each question you complete strengthens your skills and makes the next one easier.

Wishing you much success as you master this new skill!

R. Hertz

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How to Complete Your Homework Log

To track your progress and build responsibility skills, complete one numbered section each time homework is assigned.

1 Pages and Questions

Write the assigned page numbers and question numbers.

2 Done

Check the box after you have completed the entire assignment.

3 How Was It?

Circle the symbol that best describes the assignment:

- 👍 I understood it.
- 😐 Some parts were challenging.
- 👎 I found it difficult and need help.

4 How Long

Record the number of minutes you spent completing the assignment.

5 Score

After checking your answers, write the number you answered correctly over the total number of questions.

6 Review Notes

Review the questions you answered incorrectly. Return to the corresponding topic in the Life Science: Biology Boosters™ book if necessary. Check the box when you have finished reviewing.

Complete the log honestly. The goal is to track your effort and progress, not to get everything correct the first time.

At the end of the unit, cut out the completed log along the dotted line and submit it to your teacher before the unit test.

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UNIT

1

STRUCTURE AND FUNCTION

13 Regents questions **5** topics

Topics in this packet

1. **Structure and Function**
   Content Questions Only
2. **Levels of Organization**
   Content Questions Only
3. **Body Systems Working Together**
   9 Regents questions
4. **Feedback Mechanisms and Homeostasis**
   4 Regents questions
5. **DNA and Proteins**
   Content Questions Only

Note

The Regents is organized in clusters — groups of questions. Stimuli can be used from previous questions in the cluster. This book is organized by topic, so the stimuli are prepared for you here. Be sure to practice clusters later in the year to learn to choose the correct stimuli.

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HOMEWORK LOG

UNIT 1: STRUCTURE AND FUNCTION

MARK _____ / _____

NAME _____ CLASS _____

1 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
☐	👍 😐 👎	_____ minutes	__ / __	☐

2 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
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3 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
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4 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
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5 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
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6 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
☐	👍 😐 👎	_____ minutes	__ / __	☐

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HOMEWORK LOG

UNIT 1: STRUCTURE AND FUNCTION

MARK _____ / _____

NAME _____ CLASS _____

7 Pages _____ Questions: _____

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8 Pages _____ Questions: _____

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9 Pages _____ Questions: _____

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10 Pages _____ Questions: _____

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11 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
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12 Pages _____ Questions: _____

DONE	HOW WAS IT?	HOW LONG	SCORE	REVIEW NOTES
☐	👍 😐 👎	_____ minutes	__ / __	☐

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UNIT 1 PRACTICE

Non-Regents Content Questions

This section checks for content understanding only. Continue on to the Regents questions for content plus skills practice.

DIRECTIONS

Choose the best answer for each multiple-choice question.
For each constructed-response question, answer every part.

28	17	11
questions	multiple choice	constructed response

Answer each question below. If you get stuck, go back and review that topic in the book.

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Topic 1: Structure and Function

Content focus: Structure-function relationships; effects of structural change

MULTIPLE-CHOICE QUESTIONS

1. **Which statement best explains the relationship between structure and function in living things?**
   - **(1)** A structure can perform any function as long as it is part of a living organism.
   - **(2)** The shape and arrangement of a structure help determine the job it can perform.
   - **(3)** The function of a structure determines which DNA is present in the organism.
   - **(4)** Structures with different shapes always perform the same function.

CONSTRUCTED-RESPONSE QUESTIONS

2. **Choose one biological structure. Explain how one feature of its structure helps it perform its function.**

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Topic 2: Levels of Organization

Content focus: Hierarchy; plant structures; organelles; interactions among levels

MULTIPLE-CHOICE QUESTIONS

3. **Which sequence lists the levels of organization from smallest to largest?**
   - **(1)** organelle » cell » tissue » organ » organ system » organism
   - **(2)** cell » organelle » organ » tissue » organism » organ system
   - **(3)** tissue » cell » organelle » organ system » organ » organism
   - **(4)** organelle » tissue » cell » organism » organ » organ system

4. **A cell's ribosomes stop functioning. Which cell activity would be affected most directly?**
   - **(1)** controlling which materials enter and leave
   - **(2)** building proteins
   - **(3)** storing water and wastes
   - **(4)** releasing energy from food

5. **Which organelle–function pairing is correct?**
   - **(1)** nucleus — produces ATP for the cell
   - **(2)** mitochondrion — releases usable energy for cell activities
   - **(3)** vacuole — contains the cell's genetic instructions
   - **(4)** ribosome — controls what enters and leaves the cell

6. **Which statement best compares a plant cell with an animal cell?**
   - **(1)** Only animal cells contain a cell membrane.
   - **(2)** Only plant cells contain mitochondria.
   - **(3)** Plant cells contain a cell wall for support and chloroplasts for photosynthesis.
   - **(4)** Animal cells contain chloroplasts, while plant cells contain ribosomes.

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Topic 2: Levels of Organization (cont.)

CONSTRUCTED-RESPONSE QUESTIONS

7. **Describe how the nucleus and ribosomes interact to help a cell function. Include the role of each organelle in your answer.**

8. **Explain how roots, xylem, phloem, and leaves work together to help a plant survive.**

9. **Predict how a large decrease in the number of working mitochondria could affect a cell and the tissue that contains it. Explain your reasoning.**

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Topic 3: Body Systems Working Together

Content focus: System interactions; immune response; disease prevention and disruption

MULTIPLE-CHOICE QUESTIONS

10. How do the respiratory and circulatory systems work together during exercise?

(1) The respiratory system absorbs oxygen, and the circulatory system transports it to cells.

(2) The circulatory system digests food, and the respiratory system carries nutrients.

(3) The respiratory system produces hormones, and the circulatory system removes bones.

(4) The circulatory system absorbs oxygen directly through the skin.

11. Which statement best describes an interaction between the digestive and circulatory systems?

(1) The digestive system absorbs nutrients, and the circulatory system transports them to cells.

(2) The circulatory system breaks food into nutrients inside the heart.

(3) The digestive system transports oxygen from the lungs to the muscles.

(4) The circulatory system produces digestive organs when food is eaten.

12. How do the excretory and circulatory systems interact to remove wastes?

(1) The kidneys carry oxygen to the blood, and the heart stores the oxygen.

(2) The blood carries wastes to excretory organs, which remove the wastes from the body.

(3) The bladder makes nutrients, and the blood digests them.

(4) The skin produces wastes, and the circulatory system changes them into DNA.

13. Why does the immune system usually respond to a pathogen?

(1) The pathogen has foreign antigens that the immune system recognizes as not belonging.

(2) The pathogen has no molecules on its surface.

(3) The pathogen is made from the body’s own tissues.

(4) The pathogen prevents all receptor molecules from having a shape.

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Topic 3: Body Systems Working Together (cont.)

CONSTRUCTED-RESPONSE QUESTIONS

14. **Describe two different ways the immune system can respond after a pathogen enters the body. Include the role of immune cells or antibodies in each response.**

15. **Construct an explanation for why vaccination can protect an individual from a later infection by a specific pathogen.**

16. **A transplant patient takes an immunosuppressant drug. Explain one benefit and one risk of this treatment.**

17. **Explain why an allergy is considered an immune-system mistake. Include the roles of an allergen and histamine in your answer.**

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Topic 4: Feedback Mechanisms and Homeostasis

Content focus: Dynamic equilibrium; negative and positive feedback; regulation; investigations

MULTIPLE-CHOICE QUESTIONS

18. Which statement best defines homeostasis?

(1) The body prevents all internal conditions from changing.

(2) Living things maintain internal conditions within ranges that allow them to function.

(3) The outside environment remains constant for an organism.

(4) All body systems perform the same function at the same time.

19. A person's body temperature changes slightly throughout the day but remains within a normal range. This is best described as

(1) loss of regulation

(2) dynamic equilibrium

(3) positive feedback

(4) immune rejection

20. Which statement describes negative feedback?

(1) A response increases a change until a process is completed.

(2) A response reverses a change and returns a condition toward its normal range.

(3) A response causes every body system to stop working.

(4) A response keeps an internal condition moving farther from its normal range.

21. Which response helps lower body temperature on a hot day?

(1) skin blood vessels constrict and sweating stops

(2) skin blood vessels dilate and sweating increases

(3) the pancreas releases glucagon

(4) platelets attract additional platelets

22. Why do blood vessels near the skin constrict in a cold environment?

(1) to increase heat loss from the skin

(2) to reduce blood flow near the skin and conserve heat for core organs

(3) to lower the amount of glucose in the blood

(4) to increase water loss through stomates

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Topic 4: Feedback Mechanisms and Homeostasis (cont.)

23. After a meal, a person's blood glucose level rises above its normal range. Which response helps restore homeostasis?

(1) The pancreas releases insulin, which lowers blood glucose.

(2) The pancreas releases glucagon, which lowers blood glucose.

(3) The lungs release insulin, which raises blood glucose.

(4) The kidneys release antibodies, which remove glucose.

24. Which process is an example of positive feedback?

(1) sweating lowers a high body temperature

(2) insulin lowers a high blood glucose level

(3) platelets attract more platelets until a blood clot forms

(4) guard cells close stomates to reduce water loss

CONSTRUCTED-RESPONSE QUESTIONS

25. Explain how an increase in heart rate and breathing rate during exercise helps the body maintain homeostasis.

26. Explain how guard cells help a plant maintain homeostasis during hot, dry weather.

27. Describe how the nervous, circulatory, respiratory, and muscular systems interact when a person begins to run.

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Topic 5: DNA and Proteins

Content focus: DNA instructions; protein shape and function; effects on cells and traits

MULTIPLE-CHOICE QUESTIONS

28. What is one main role of DNA in a cell?

(1) to store instructions used to build proteins

(2) to release usable energy directly from food

(3) to transport oxygen through blood

(4) to digest pathogens inside the stomach

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UNIT 1 PRACTICE

Regents Questions by Topic

These are official New York State Regents questions organized by topic. Each question includes the specific stimuli needed to answer it.

DIRECTIONS

Read the stimuli carefully before answering. For multiple-choice questions, choose the best answer. For constructed-response questions, answer every part.

13	2	6	7
Regents questions	topics	multiple choice	constructed response

Answer each question below. If you get stuck, go back and review that topic in the book.

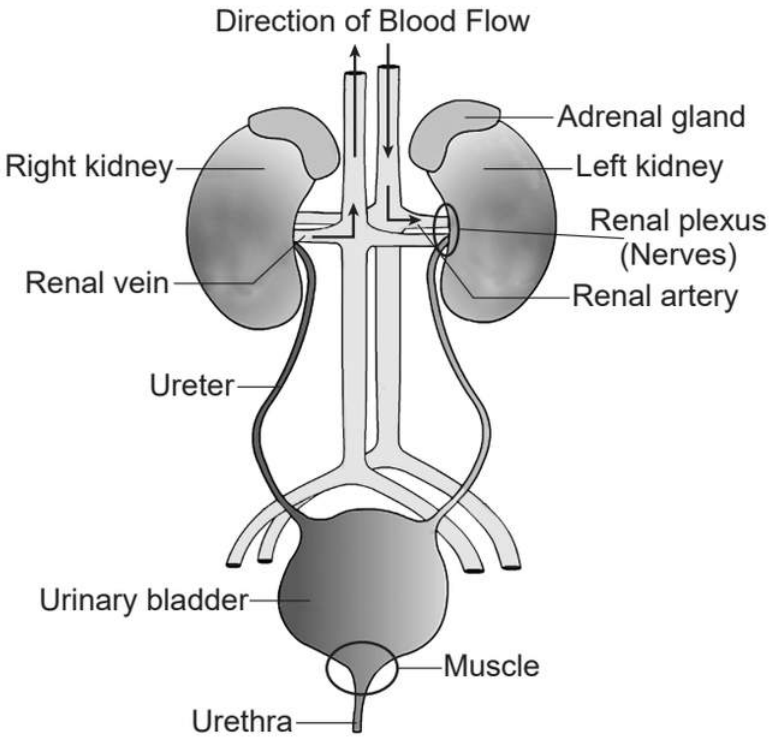
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STIMULUS

Drinking Water Is Just The Beginning!

The amount of water taken in must be in balance with the amount lost. The urinary system is involved in maintaining the salt and water balances within the body.

Human Urinary System



QUESTION

Q1

Which statement describes how the organization of the urinary system and *one* other system interact to maintain homeostasis in the human body?

(1) The adrenal gland, part of the endocrine system, delivers nutrients to the cells of the urinary system to remove carbon dioxide from the blood.

(2) The internal urethral sphincter muscle, part of the muscular system, contracts to signal the cells of the urinary system to regulate blood sugar.

(3) The brain, part of the nervous system, sends messages to the renal plexus (nerves) to signal the cells of the urinary system to deliver oxygen to the blood.

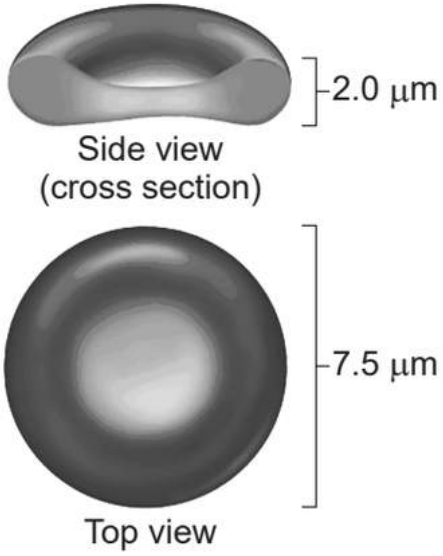
(4) The arteries, part of the circulatory system, deliver unfiltered blood to the cells of the urinary system to remove wastes.

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STIMULUS

RBCs typically have a biconcave disk shape. A scientific study examined the effect of changing the RBC shape and membrane flexibility on its ability to transfer oxygen. For this study, when the RBC membrane was less flexible, the oxygen transfer capacity decreased by 18%. When the RBC was more flexible, the oxygen carrying capacity increased by 21%. When RBCs take on water their membrane initially becomes more flexible.

Typical Biconcave Disc Shape of Red Blood Cells



QUESTION

Q2

What evidence would support the claim that consuming water after exercise helps an athlete's body maintain homeostasis?

	Number of RBCs Taking on Water	RBC Flexibility	Rate of Oxygen Transfer
(1)	increases	decreases	decreases
(2)	increases	increases	increases
(3)	decreases	increases	increases
(4)	decreases	decreases	decreases

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STIMULUS

Trees Have Organ Systems

Trees have two systems, compared to the multiple systems that are present in animals. Trees are multicellular organisms with organ systems that enable them to carry out specific functions necessary for maintaining homeostasis. However, that does not diminish the importance of these two systems, which have numerous critical functions.

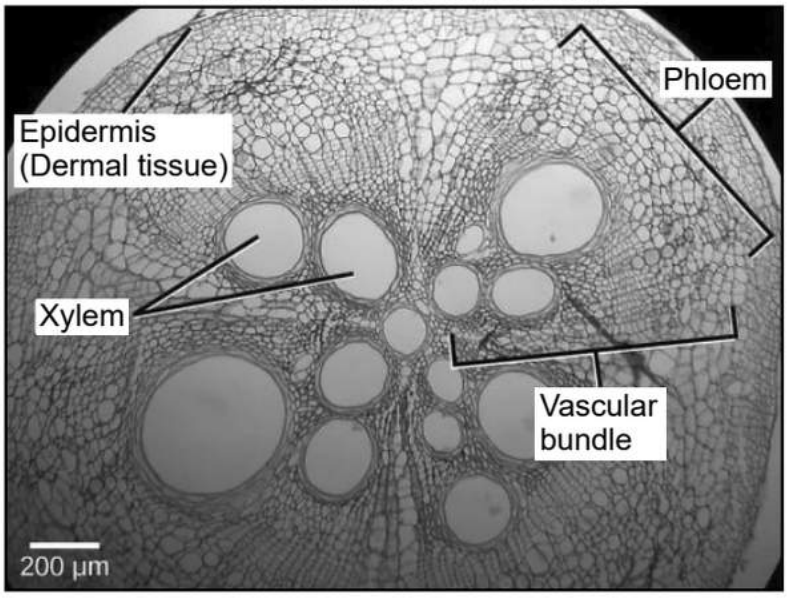
The table below contains information about the structures and functions of the systems found in trees.

Systems in Trees

	Root System	Shoot System
Structures	roots	stem/trunk, branches, leaves
Functions	– anchor the tree – absorb water and minerals from the soil – store and modify products of photosynthesis	– connect roots to branches – transport material – perform photosynthesis – contain reproductive structures

The model below is a cross section of a stem as viewed through a microscope that was observed during an investigation. The stem contains the xylem and phloem, which together make up the vascular bundle, a structure that transports materials within a tree.

Cross Section of a Stem



Question on the next page →

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QUESTION

Q3

Describe an interaction between the vascular bundle with both the root and shoot systems in a plant. [1]

YOUR ANSWER

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The compounds needed by plants to carry out life functions are delivered to plant cells in different ways. Maple trees are one type of tree that produce a liquid, known as sap, that circulates sugar, water, and other molecules throughout the plant. Root hairs are single-celled structures that exchange oxygen and carbon dioxide within air pockets in the soil. They also absorb water from the soil. These materials are then delivered to all plant cells.

QUESTION

Q4

Which statement best explains why the function of sap and root hairs is necessary for the functioning of plant cells to maintain homeostasis?

(1) Cellular respiration occurs only in root cells since the sap only travels to those cells.

(2) The sugar in the sap combines with carbon dioxide to form new sugars for the root cells.

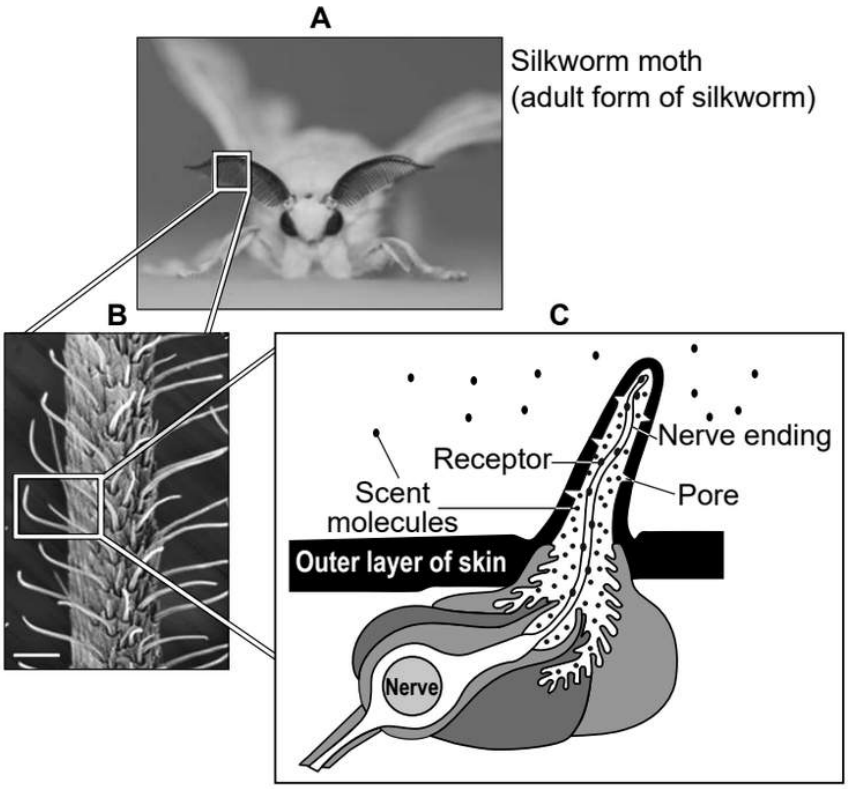
(3) Sap and root hairs contribute to the transport of materials necessary for the plant cells to carry out cellular respiration.

(4) Sap and root hairs contain the raw materials required for the root cells to carry out photosynthesis.

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STIMULUS

Researchers have determined that silkworm moths have a mechanism that enables them to locate mulberry leaves. Mulberry leaves emit scented chemical molecules that are detected by highly sensitive receptors within the antennae of the silkworm, as shown in the models below.



QUESTION

Q5

Which statement best describes how the organization and interactions of *two* systems present within the silkworm moth enables it to find and use mulberry leaves as their source of nutrients?

(1) Special receptors in the nervous system of the silkworm pick up the scent of the mulberry leaves and send messages to the muscular system to spin a silk cocoon.

(2) Receptors in the nervous system within the antennae pick up scent molecules from mulberry leaves. The silkworm is able to find and eat the leaves, using the digestive system to break down the nutrient molecules into a usable form.

(3) The nervous system of the silkworm sends messages to the digestive system to begin to break down the fats that are taken in to produce new muscle tissue for movement.

(4) The muscular system sends messages to the nervous system to receive scent messages from the mulberry leaves.

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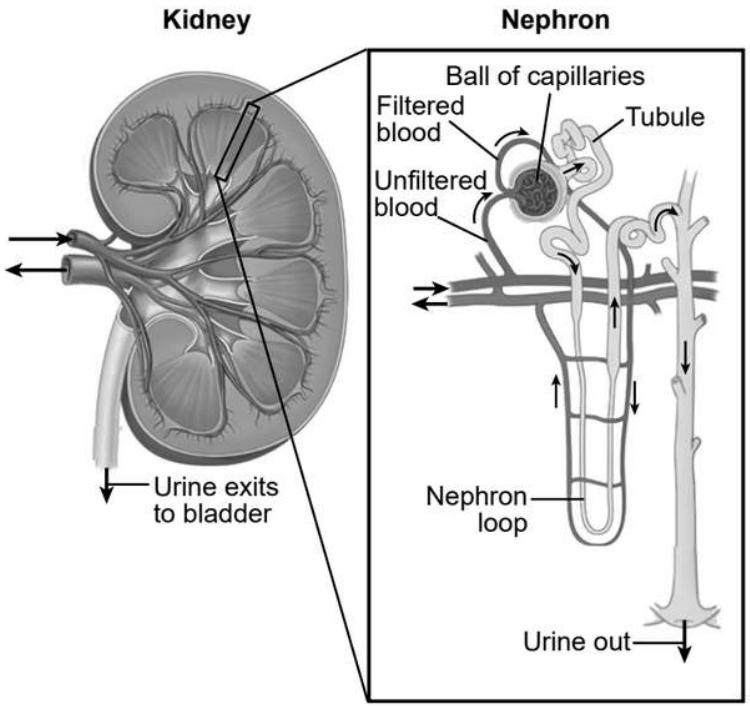
How Do Kangaroo Rats Survive in the Desert?

Kangaroo rat species live in the desert and conserve water so efficiently that they can survive without drinking. The body systems of these animals have various adaptations that allow the rats to extract water from the food they eat.

Kangaroo rats produce highly concentrated urine containing a minimal amount of water. Urine concentration depends on specialized structures in the kidney called nephrons.

The model below shows the organization of specific parts of the circulatory and excretory systems that are needed to filter water and waste from the blood.

Flow of Blood Through Kidney



QUESTION

Q6

Describe how specific parts of the circulatory *and* excretory systems interact within the kangaroo rat to conserve water. [1]

YOUR ANSWER

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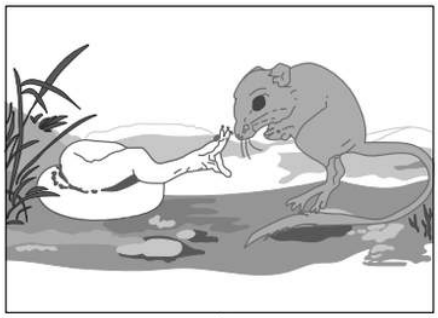
STIMULUS

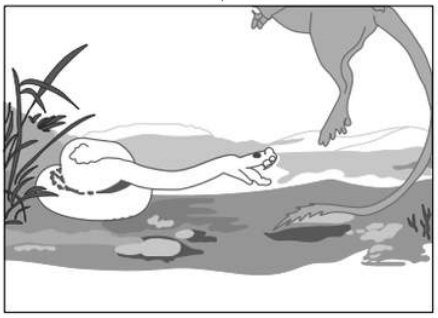
Survival in the desert also requires that kangaroo rats have the ability to escape predators. Various body systems must work together to enable the kangaroo rat to perform lightning-quick escape maneuvers.

Scientists studied the evolution of the kangaroo rat leap. They determined that although 81% of snake strikes were accurate, 78% of the time the kangaroo rats were fast enough to evade a bite that would kill.

Kangaroo Rat Escape Maneuver

Kangaroo rat detects rattlesnake strike using hearing, vision, or sensing ground vibrations. The kangaroo rat will initiate escape response.





Kangaroo rat completes escape maneuver by launching itself into the air.

QUESTION

Q7

Which statement best describes an interaction that occurs between body systems during the kangaroo rat's lightning-quick maneuver?

(1) The respiratory and nervous systems interact when sending a signal to the spinal cord to leap.

(2) The circulatory and nervous systems interact when sending a signal to the leg muscles.

(3) The respiratory and muscular systems interact to slow cellular respiration prior to the muscle contraction.

(4) The nervous and muscular systems interact to trigger the leg muscle to contract.

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STIMULUS

Solving the Problem of Cat Allergies

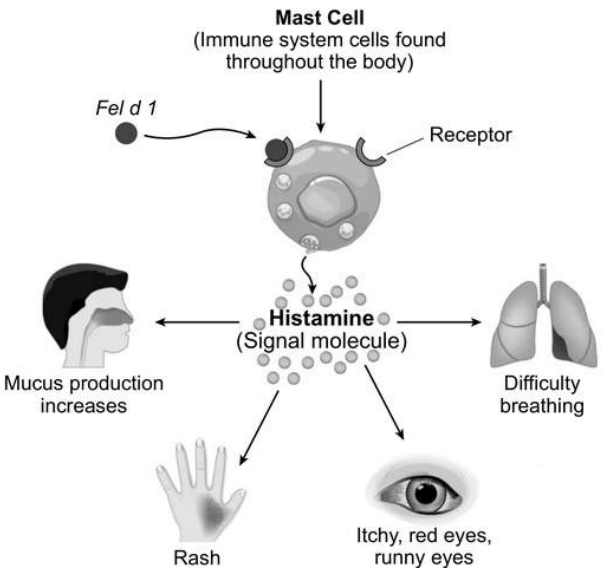
Domestic cats are a very popular pet for humans. However, for 10–20% of people, cats can cause allergic reactions. Allergy symptoms are caused by exposure to an allergen, which can sometimes be a protein. Most cat allergy symptoms can be traced to the protein, *Fel d 1*. This protein is produced by the cells of various structures within the body of the cat, including salivary glands within the mouth and oil glands within the skin.

Information regarding the structure of *Fel d 1* is included below.

Protein	Partial Amino Acid Sequence
Fel d 1 (Allergen)	GLU TYR VAL GLU GLN VAL ALA GLN TYR LYS ALA LEU

Part of the mechanism responsible for the symptoms of a cat allergy are shown in the model below.

An Allergic Response



QUESTION

Q8

Based on the model above, describe how components of the immune system *and* respiratory system interact when a person with a cat allergy is exposed to *Fel d 1*. [1]

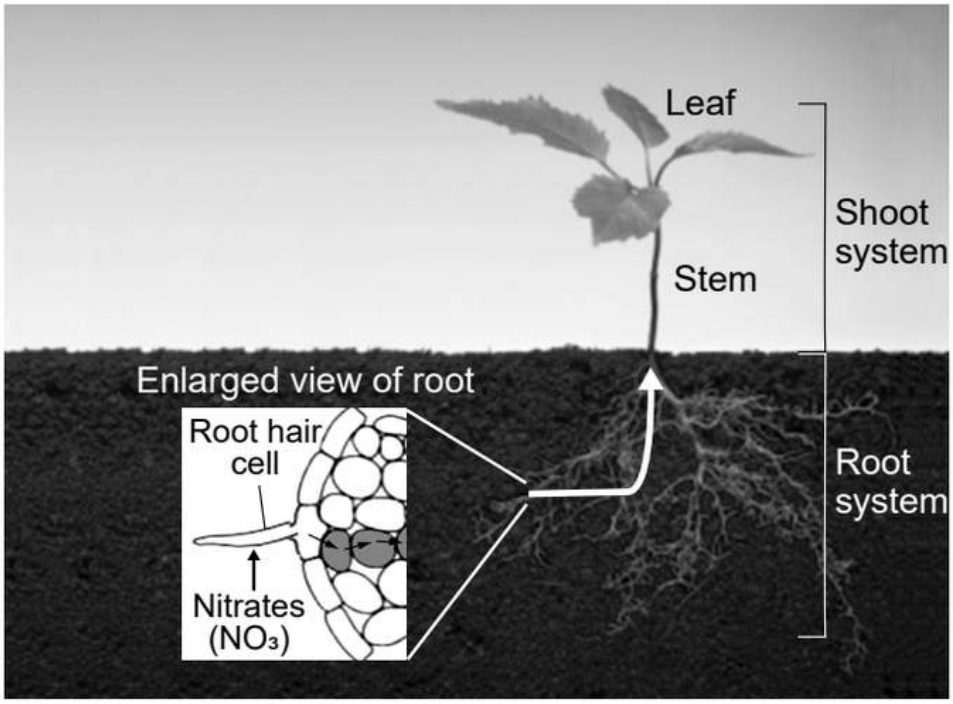
YOUR ANSWER

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Plants must obtain necessary compounds from their surrounding environment using specialized structures. Below is a representation of the process of nitrogen uptake occurring in non-carnivorous plants.

Plant Structures and Systems Involved in Nutrient Uptake



QUESTION

Q9

Using the model above, describe how components of the two systems interact in the non-carnivorous plant to obtain nitrogen from the surrounding environment that is necessary for its leaves to produce chlorophyll. [1]

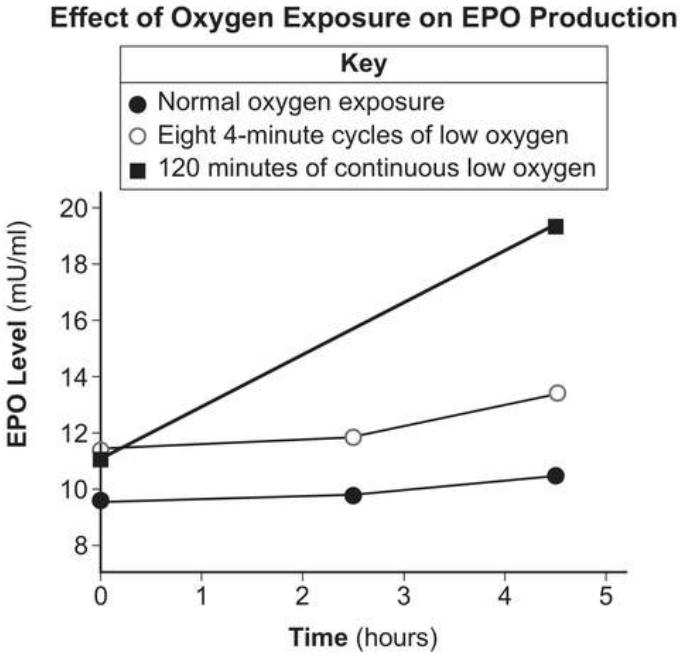
YOUR ANSWER

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Another function of the kidney is to aid in regulating the number of red blood cells. The kidneys produce a protein known as Erythropoietin (EPO) that stimulates the increased production of red blood cells.

The graph below shows the results of a study. Participants were exposed to different conditions prior to time zero, then EPO levels were measured over a 4.5-hour time period.



QUESTION

Q10

Using the information provided, describe the evidence to support the claim that exposure to low oxygen levels results in a feedback mechanism that allows the body to maintain homeostasis. [1]

YOUR ANSWER

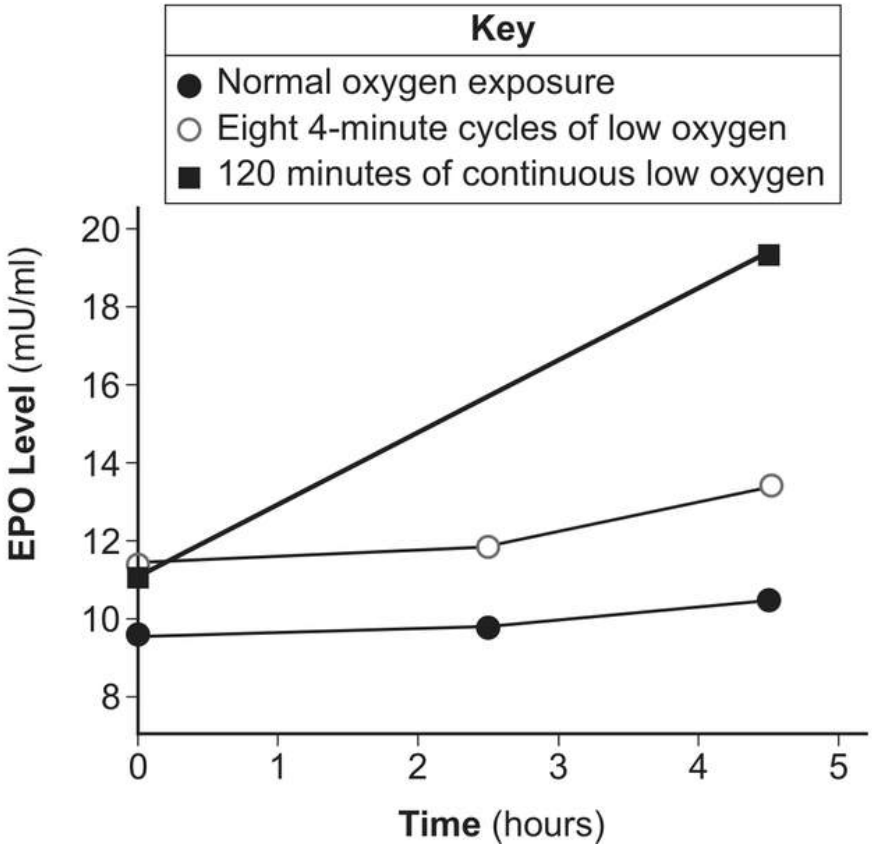
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STIMULUS

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The graph below shows the results of a study. Participants were exposed to different conditions prior to time zero, then EPO levels were measured over a 4.5-hour time period.

Effect of Oxygen Exposure on EPO Production



In addition to their other functions, red blood cells (RBCs) have the capacity to carry water. The surface of the cell contains structures called aquaporins, which transport water across cell membranes. Due to their unique cell structure, RBCs are able to expand up to 74% or shrink up to 40% compared to the original cell size.

Question on the next page →

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QUESTION

Q11

Which statement provides the best explanation for how red blood cells contribute to a feedback mechanism that maintains homeostasis?

(1) The aquaporins in the red blood cells facilitate the exchange of water in environments of different concentrations and help the kidneys more efficiently regulate salt and water balance.

(2) The aquaporins in the red blood cells prevent the exchange of water in environments of different concentrations and help the kidneys more efficiently regulate salt and water balance.

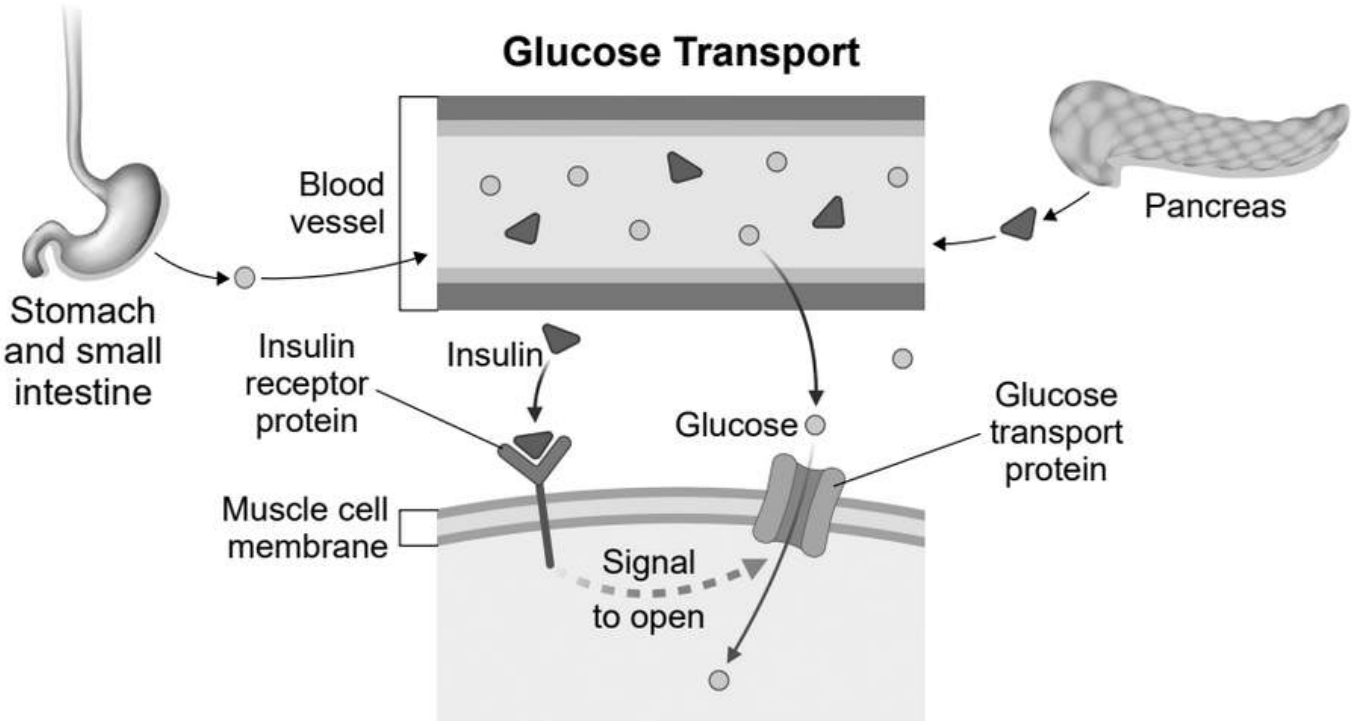
(3) The red blood cells change their shape to move through the kidney but have minimal effect on salt and water balance in the kidneys.

(4) The red blood cells change their shape to move through the kidney but do not regulate any feedback mechanisms.

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STIMULUS

The model below represents the interaction of structures within body systems that maintain normal levels of blood glucose in a person without diabetes.



QUESTION

Q12

Using the model above, identify *two* body systems and describe how the systems interact to regulate glucose in an individual *without* diabetes. [1]

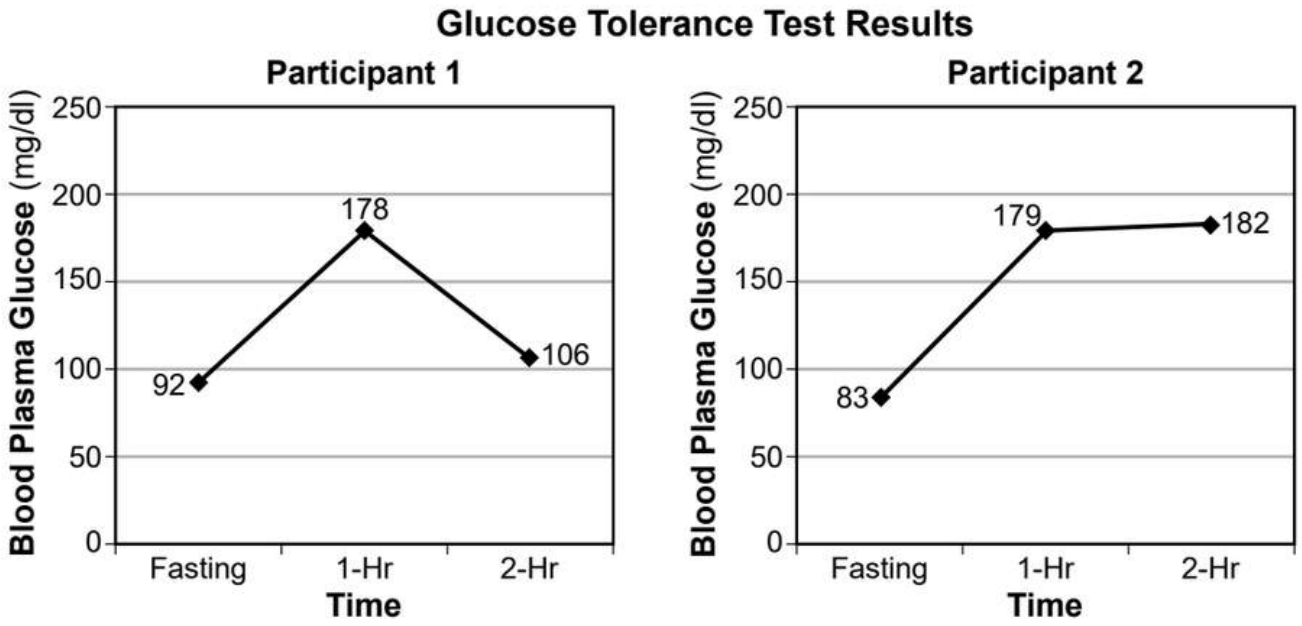
YOUR ANSWER

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STIMULUS

Type 1 and Type 2 diabetes differ in their causes, onset, and management even though both result in issues with insulin. Type 1 diabetes is characterized by the reduced ability of the pancreas to produce insulin. Insulin is produced normally in Type 2 diabetes, but the cells of the body do not respond properly.

Glucose tolerance tests are used to diagnose issues with blood glucose regulation. Twenty study participants were asked to fast (not eat) before consuming 75g of glucose. Their blood was drawn at intervals to assess the body's response. The graphs below show some information from two participants in the study.



QUESTION

Q13

Use evidence to describe the role of insulin in a feedback mechanism that helps an individual maintain homeostasis in Participant 1 but *not* in Participant 2. [1]

YOUR ANSWER

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