# C Grade

1. Define the following terms. (8 marks)
   1. Evolution

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* 1. Generation

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* 1. Homologous

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* 1. Artificial selection

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1. What is a gene pool?

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1. How do gene pools change over time?

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1. Explain how natural selection could give rise to antibiotic-resistant bacteria. (3 marks)

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# B Grade

1. List two examples where artificial selection has changed species. (2 marks)
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   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Explain what ‘survival of the fittest’ means. (2 marks)

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1. List and explain each of the four steps of Darwin’s Theory of Evolution by means of Natural Selection

(8 marks)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# A Grade

1. Explain how fossils can provide evidence for changes in the structure of a species over geological time.

(2 marks)

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**Section three** **– Extended Answer**

In the 1800’s, naturalists in England were familiar with the peppered moth. This moth gets its name from its speckled, light-coloured wings. The peppered moths that naturalists had observed all looked similar and were usually found on lichen-covered tree trunks and rocks. Then in 1845, one black speckled moth was caught in Manchester, England. At that time England was becoming industrialised. Manchester, like many other cities, had factories pouring out smoke and soot and other forms of pollution. The pollution spread to the surrounding countryside and killed the lichens. The soot covered tree trunks, rocks and even the ground, making everything black. During this time, more and more black peppered moths were found. By 1950 very few light-coloured moths could be found – almost all were black.

How did the peppered moth change so much in just 100 years? The moth had changed as its surroundings had changed. Trees and rocks covered with lichens had been light coloured. Covered with soot, they became black. Against the light background, the light-coloured moths were hard to see. But against the dark background, they were easy for birds to find and eat. In these new dark surroundings, the dark moths more often survived, and produced offspring. Thus, within 100 years the peppered moth population totally changed colour.

19. No black peppered moths had been found before 1845. Where did this black moth come from? Why was a black moth not found before? (4 marks)

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20. Explain how the peppered moth example fits with the factors that Darwin said govern natural selection.

(4 marks)

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21. The table below represents a change in the number of light and dark coloured moths within the peppered moth population over a period of 6 years from the beginning of industrialisation.

|  |  |  |
| --- | --- | --- |
| **END OF YEAR** | **NUMBER OF LIGHT MOTHS** | **NUMBER OF DARK MOTHS** |
| **1** | 556 | 64 |
| **2** | 537 | 112 |
| **3** | 484 | 198 |
| **4** | 392 | 210 |
| **5** | 246 | 281 |
| **6** | 225 | 357 |

On a sheet of graph paper, graph the information in the table. (5 marks)

22. a. What year had the most light moths?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. What year had the most dark moths?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2 marks)

23. What happened to the light moths during the 6 years? (2 marks)

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24. What is happening to the dark moths during the 6 years? (3 marks)

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25. What would the graph look like if the population did not change? (2 marks)

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END OF TEST