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AMENDED FINAL

KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

LIFE SCIENCES P2

PREPARATORY EXAMINATION

SEPTEMBER 2025

MARKS: 150

TIME: $2^1/_2$ hour

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INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. Answer ALL the questions.
2. Write ALL the answers in the ANSWER BOOK.
3. Start the answers to each question at the top of a NEW page.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Present your answers according to the instructions of each question.
6. Do ALL drawings in pencil and label them in blue or black ink.
7. Draw diagrams, tables or flow charts only when asked to do so.
8. The diagrams in this question paper are NOT necessarily drawn to scale.
9. Do NOT use graph paper.
10. You may use a non-programmable calculator, protractor and a compass.
11. Write neatly and legibly.

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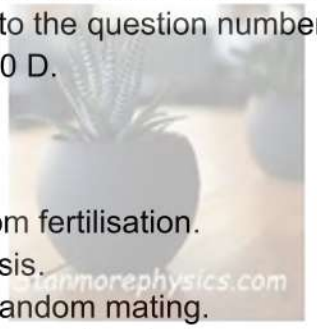
SECTION A

QUESTION 1

1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A to D) next to the question number (1.1.1 to 1.1.9) in the ANSWER BOOK, for example 1.1.10 D.



1.1.1 Sources of variation in a human population are …

A mutations, mitosis, random mating and random fertilisation.
B replication, random mating, meiosis and mitosis.
C mutations, meiosis, random fertilisation and random mating.
D random mating, replication, random fertilisation and meiosis.

1.1.2 Meiosis is a significant type of cell division, as it is responsible for the …

A production of genetically identical gametes.
B doubling of the chromosome number from generation to generation.
C production of haploid gametes.
D production of diploid gametes.

1.1.3 A portion of a DNA molecule has 140 guanine and 70 thymine nitrogenous bases.

What is the total number of deoxyribose sugars in this portion of the DNA molecule?

A 420
B 210
C 140
D 70

1.1.4 A homozygous purple flowering plant **(P)** is crossed with a pink flowering plant **(p)** to produce the F1-generation. One of the offspring from the F1 generation is crossed with a pink flowering plant to produce the F2-generation offspring.

Which ONE of the following is the CORRECT phenotypic ratio of the F2-generation?

A **1** purple flowering plant: **1** pink flowering plant
B **1** purple flowering plant: **3** pink flowering plant
C **3** purple flowering plant: **1** pink flowering plant
D **1** purple flowering plant: **2** pink flowering plant

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1.1.5 Which ONE of the following genotypes is possible in the offspring of a homozygous male with blood group **A** and a female with blood group **B**?

A I^AI^A
B I^Ai
C ii
D I^Bi

1.1.6 The reproductive isolation mechanism characterised by an animal displaying a specific action to attract a mating partner is known as …

A breeding at different times of the year.
B species-specific courtship behavior.
C infertile offspring.
D prevention of fertilization.

1.1.7 Below is a list of statements in human evolution.

(i) Australopithecus fossils were found in Africa only
(ii) *Homo habilis* fossils were found in Africa only
(iii) *Homo sapiens* fossils were found in Africa only
(iv) The oldest *Homo erectus* fossil was found in Africa

Which ONE of the following combinations is the CORRECT fossil evidence for the "Out of Africa hypothesis"?

A (i), (iii) and (iv) only
B (i), (ii) and (iii) only
C (i), (ii) and (iv) only
D (i), (ii), (iii) and (iv)

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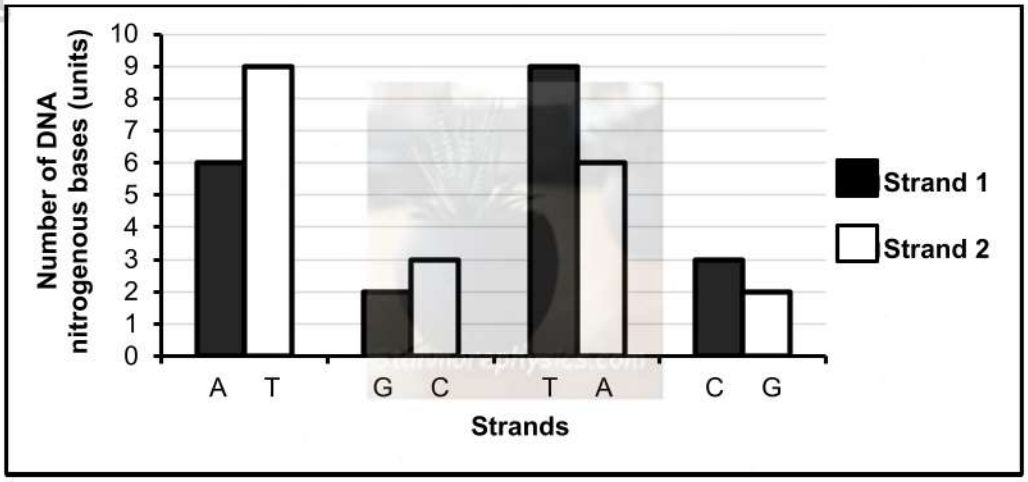
1.1.8 The graph below shows a portion of a DNA molecule containing 20 nitrogenous bases in each strand.



Strand 2 was used as a template for the formation of mRNA during protein synthesis.

The percentage difference between **uracil** and **adenine** on the mRNA strand is …

A 30
B 20
C 15
D 0

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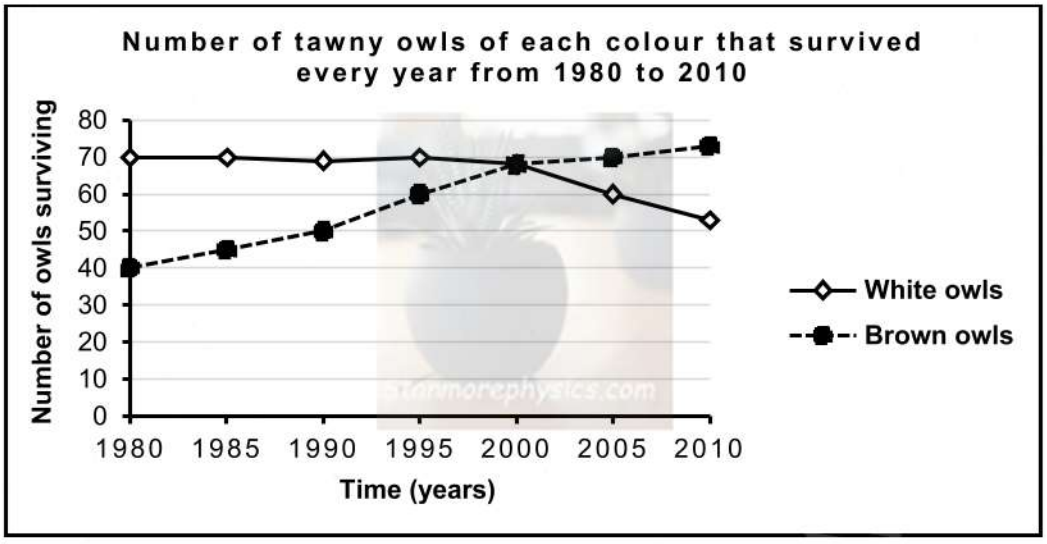
1.1.9 There is variation in the colour of tawny owls. Some are white and others are brown in colour.

Scientists studied these owls over a period of 30 years, from 1980 to 2010, to determine the effect of climate change that caused increasing global temperatures with less snow each year.

The scientists:

- Conducted the investigation over the same four months of winter each year.
- Observed the same population of tawny owls each year.
- Determined the number of tawny owls of each colour that survived every year.

The results are shown in the graph below:



What conclusion can be made about the suitability of each colour owl to survive in **more** snow?

A The brown owls are less suited to survive than the white owls
B The white owls are less suited to survive than the brown owls
C Both brown and white owls are equally suited to survive
D The brown owls are more suited to survive than the white owls

(9 x 2)

(18)

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1.2 Give the correct **biological term** for each of the following descriptions. Write only the term next to the question number (1.2.1 to 1.2.9) in the ANSWER BOOK.

1.2.1 The number, shape and arrangement of all the chromosomes in the nucleus of a somatic cell

1.2.2 The opening in the base of the skull through which the spinal cord passes

1.2.3 The study of the distribution of living organisms found in different regions

1.2.4 The permanent disappearance of a species from earth

1.2.5 An inherited disorder where blood fails to clot properly

1.2.6 The act or ability of using two feet for walking or locomotion

1.2.7 An organelle that is responsible for protein synthesis

1.2.8 The type of evolution characterised by long periods of little or no change followed by short periods of rapid change

1.2.9 A phase in the cell cycle where DNA replication occurs

(9 × 1) **(9)**

1.3 Indicate whether each of the descriptions in COLUMN I applies to **A ONLY**, **B ONLY**, **BOTH A AND B** or **NONE** of the items in COLUMN II. Write A only, B only, both A and B, or none next to the question number (1.3.1 to 1.3.3) in the ANSWER BOOK.

	COLUMN I	**COLUMN II**
1.3.1	A point where two chromatids overlap	A: Chiasma B: Locus
1.3.2	There is a range of different phenotypes for a particular characteristic	A: Continuous variation B: Discontinuous variation
1.3.3	Fossils found in South Africa	A: Little Foot B: Taung Child

(3 x 2) **(6)**

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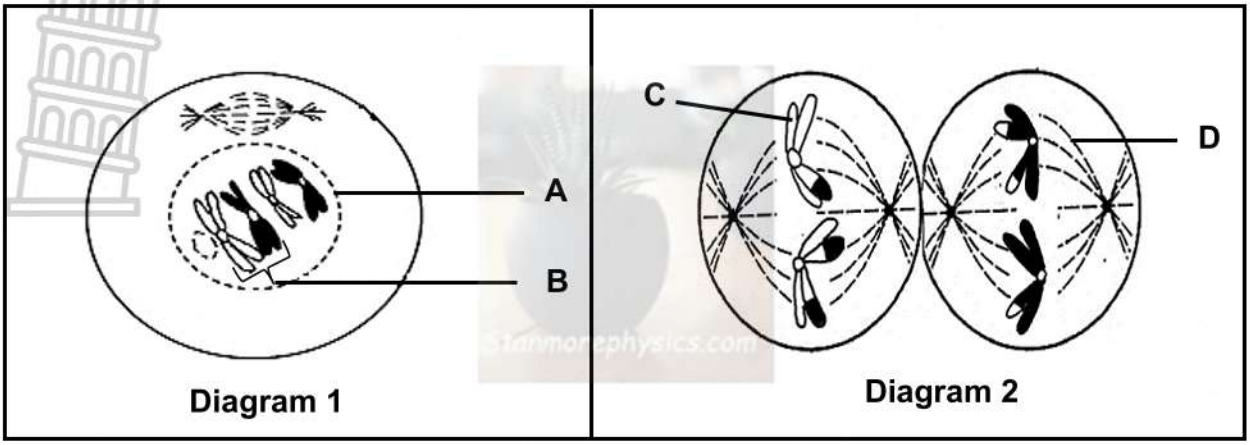
1.4 The diagrams below represent a cell in two different phases of meiosis in no order.



1.4.1 Identify the phase of meiosis represented in diagram:

(a) **1** (1)

(b) **2** (1)

1.4.2 Give the LETTER and NAME of the part that:

(a) Disappears at the end of the phase in **diagram 1** (2)

(b) Pulls chromatids towards opposite poles (2)

1.4.3 Give the number of chromatids number in each cell in **diagram 2**. (1)

1.4.4 Name the:

(a) Process that caused the appearance of chromosomes in **diagram 2**. (1)

(b) Phase that follows the one shown in **diagram 1**. (1)

(c) Organ in the female body where the process of meiosis occurs. (1)
(10)

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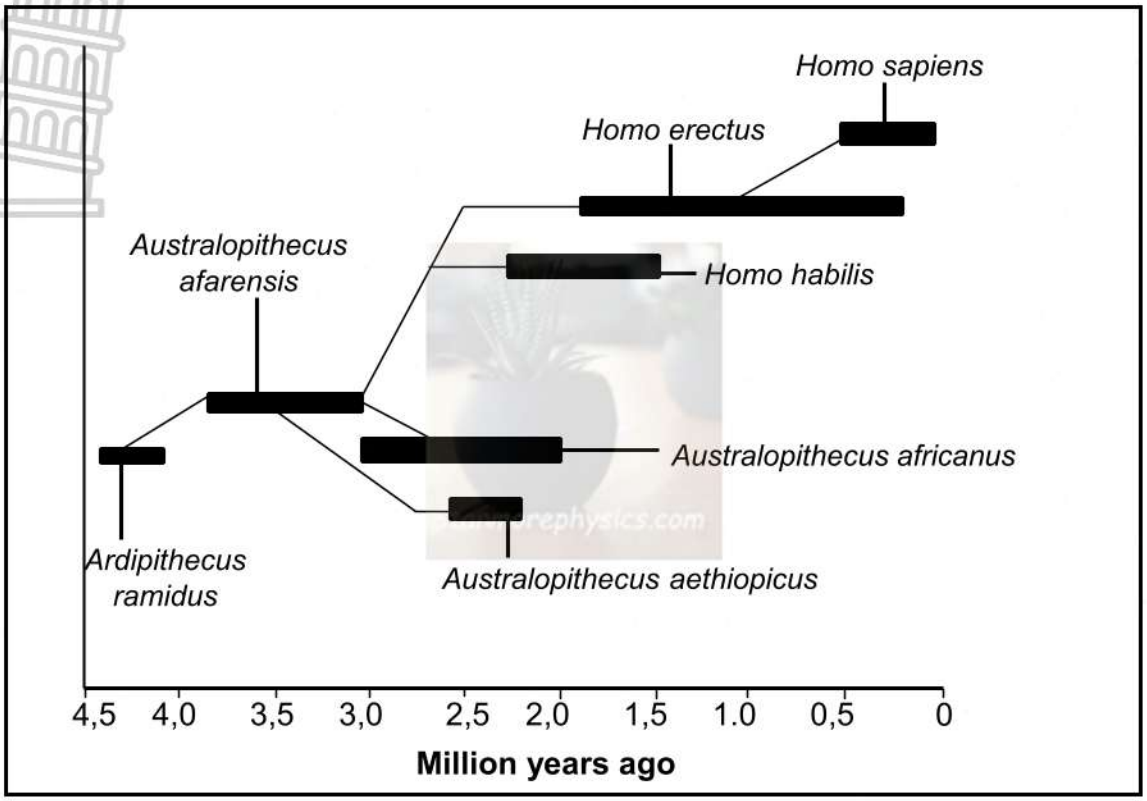
1.5 The diagram below illustrates evolutionary relationships and shared ancestry.



1.5.1 Identify:

(a) The diagram shown above (1)

(b) TWO genera that existed between 2.5 and 1.5 million years ago (2)

1.5.2 When did *Homo habilis* become extinct? (1)

1.5.3 State how many million years *Australopithecus africanus* lived for? (1)

1.5.4 Name the:

(a) Most recent ancestor of *Homo habilis* (1)

(b) Family to which all the species in the diagram above belong (1)
(7)

TOTAL SECTION A: 50

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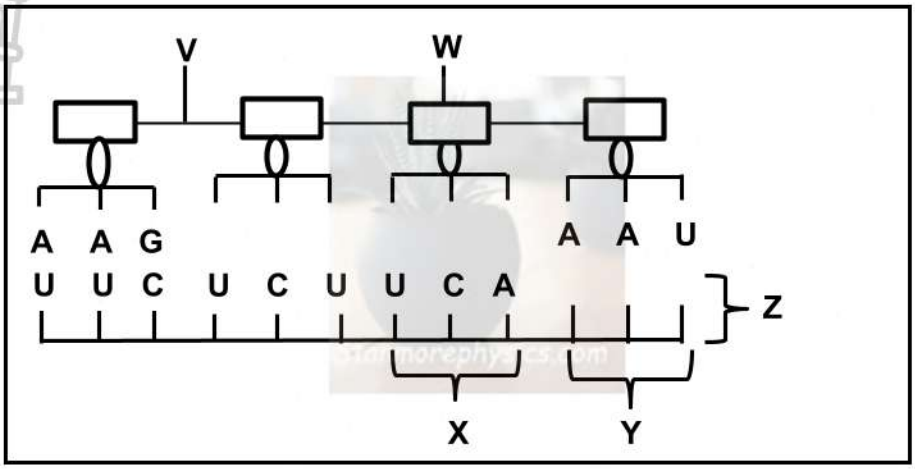
SECTION B

QUESTION 2

2.1 The diagram below shows part of the process involved in protein synthesis.



2.1.1 Name the stage of protein synthesis that is shown in the diagram. (1)

2.1.2 Identify:

(a) Structure **V** (1)

(b) Molecule **W** (1)

2.1.3 Give the:

(a) Collective name of the nitrogenous bases **X** (1)

(b) DNA base triplet that code for **Y** (1)

2.1.4 The table below shows amino acids and the DNA base triplets that code for them.

AMINO ACID	DNA BASE TRIPLET
Leucine	AGT
Glycine	AAG
Glutamic Acid	AAT
Proline	AGA

With reference to the diagram and the table above:

(a) Write down the codon that codes for proline (1)

(b) Name the last TWO amino acids coded for by molecule **Z** in the diagram (from left to right) (2)

(8)

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2.2 Describe the process of *transcription*. **(6)**

2.3 Read the passage below.

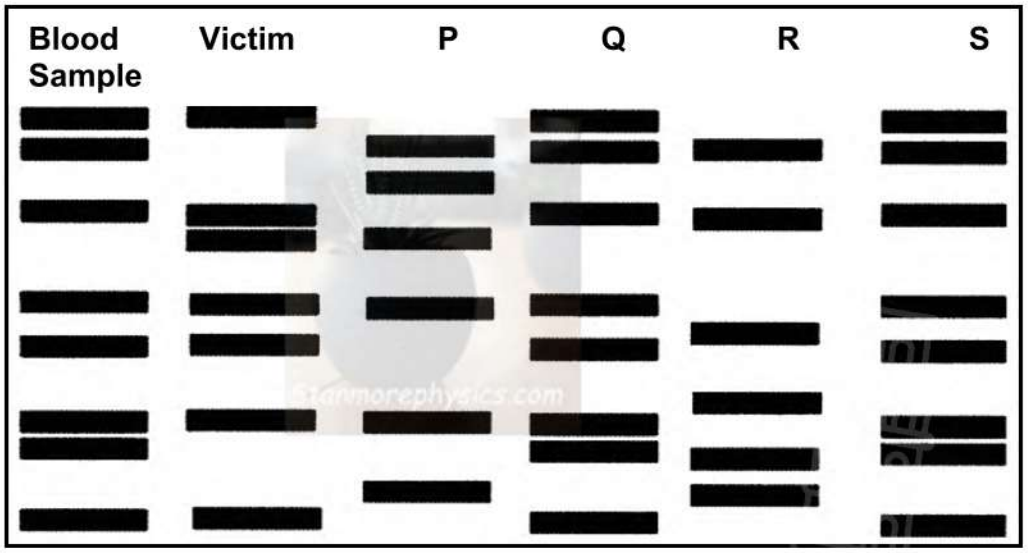
> The Komodo dragon and Timor monitor are two different types of monitor lizards. They evolved from a population of the common ancestor and adapted on different islands over time. These different species of monitor lizards show differences in body size and diet.
>
> Komodo dragons have a larger body size than Timor monitors. The Komodo dragon feeds on larger prey such as deer and pigs, whereas the Timor monitor feeds on small prey such as insects.

2.3.1 Define the term *population*. (2)

2.3.2 From the passage, name the species that feeds on insects. (1)

2.3.3 Describe how the Komodo dragon and Timor monitor could have evolved from a common ancestor. (6)
(9)

2.4 The diagram below shows the DNA profiles of a blood sample found at a crime scene, a victim and suspects **P, Q, R** and **S**.



2.4.1 State the conclusion that can be drawn from the analysis of the DNA profiles of **Q** and **S**. (2)

2.4.2 Give TWO reasons why DNA profiling does not always provide conclusive evidence in criminal investigations. (2)

2.4.3 State TWO benefits of using DNA profiling other than that of solving crimes. (2)

2.4.4 Explain why DNA profiling is a reliable method of identifying suspects in criminal investigations. (2)
(8)

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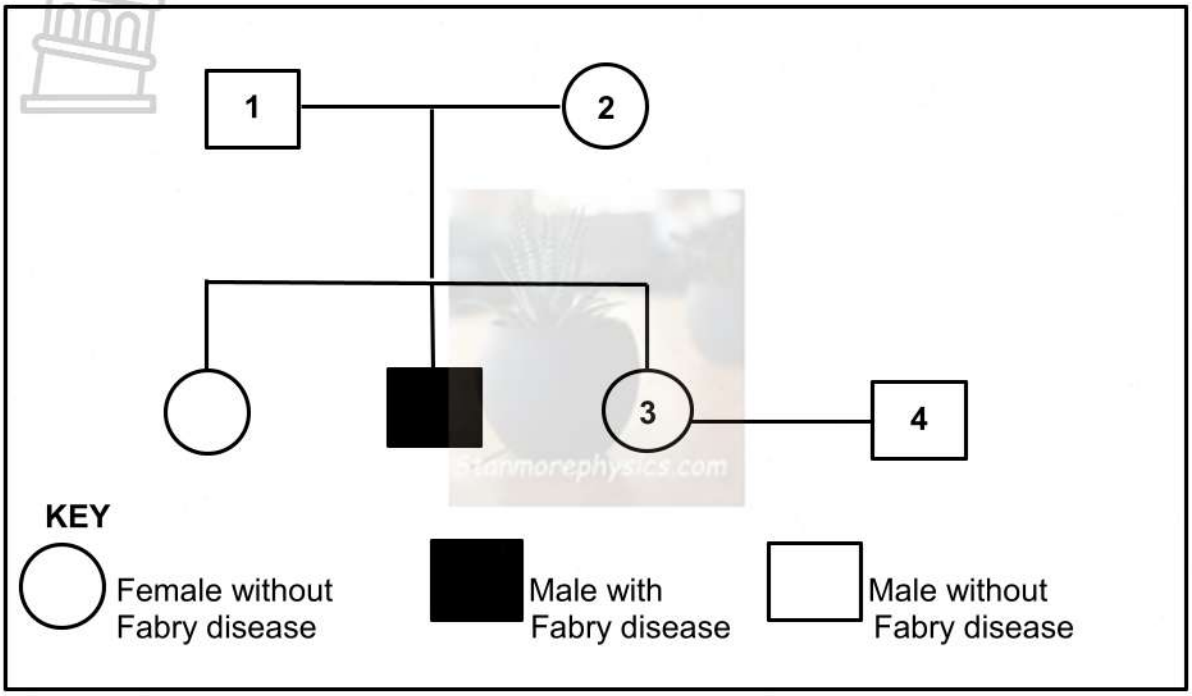
2.5 Fabry disease is a sex-linked disorder that affects the kidney, heart, brain and skin. A recessive allele **X^b** causes Fabry disease in humans.

The pedigree diagram below shows the inheritance of Fabry disease in a family.



2.5.1 How many generations are represented in the pedigree diagram above? (1)

2.5.2 Give the genotype of individual **2**. (1)

2.5.3 Explain why males are most likely to be affected by Fabry disease. (3)

2.5.4 Individual **3** is heterozygous and is planning to have a child with her husband (individual **4**).

Use a genetic cross to show ALL the possible phenotypes of their offspring. (6)
(11)

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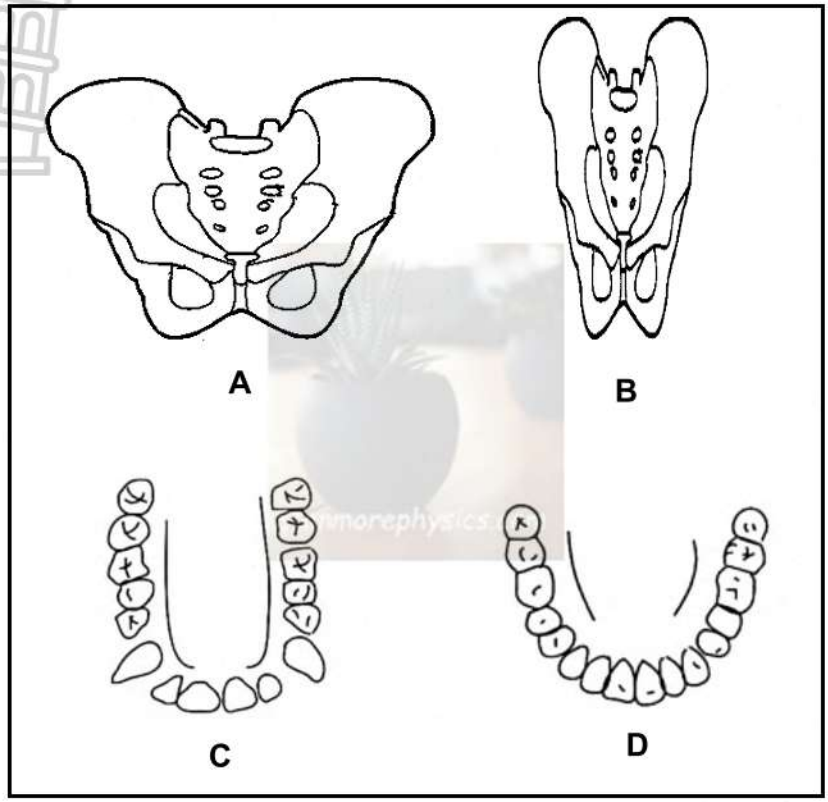
2.6 The diagrams below show structures belonging to *Homo sapiens* and the Chimpanzee.



2.6.1 Write down the LETTER of the diagram that represents the pelvic structure of a quadrupedal organism. (1)

2.6.2 Tabulate TWO visible differences between jaw **C** and **D**. (5)

2.6.3 Explain the significance of the change in pelvis from **B** to **A**. (2)
(8)
[50]

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QUESTION 3

3.1 Read the passage below.

> Stem cell transplants are used to treat cancers that affect the blood and immune system such as lymphoma and leukaemia. It replaces the cells damaged by chemotherapy. The treatment uses stem cells from embryos and bone marrow of adult tissues to restore healthy blood cell production.

3.1.1 From the passage, give:

(a) TWO sources where stem cells can be collected (2)

(b) TWO types of cancer that can be treated using stem cells (2)

3.1.2 Stem cells from bone marrow of an adult can be used to replace cells that are damaged by chemotherapy.

Explain why stem cells are used in replacing these damaged cells. (2)
(6)

3.2 Read the passage below.

> During the Industrial Revolution in England, pollution from factories blackened trees with soot. This led to a shift in the peppered moth population from primarily light-coloured to dark-coloured moths because the dark moths were better camouflaged against the darkened bark and were thus less likely to be preyed upon by birds.

Using Darwin's theory of natural selection, explain why the population of dark- coloured moths increased after the Industrial Revolution in England. **(7)**

3.3 The earliest horse ancestors, *Eohippus* were small animals that lived in forests, roughly the size of a dog, with short legs.
Due to climate change, forests were reduced, and grasslands expanded. Animals had to outrun predators on the open grasslands to survive.

Eohippus Modern-day horse

Use Lamarck's theory to explain the evolution of modern-day horses with long legs. **(6)**

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3.4 A farmer collected 20 fish of two different colours (yellow fish and blue fish) with similar characteristics.

An investigation was carried out to determine the dominant colour in this species of fish.

The procedure was as follows:

- Healthy yellow fish and blue fish were selected
- 10 fish were yellow in colour and the other 10 fish were blue
- 2 male fish of each colour were included
- All fish were of the same reproductive age
- The fish were bred for five years
- 100 offspring were collected each year to observe the dominant colours

The table below shows the average results of the offspring.

PHENOTYPE	AVERAGE NUMBER OF FISH OVER FIVE YEARS
Yellow	19
Green	65
Blue	16

3.4.1 Give TWO planning steps that would have been taken for this investigation. (2)

3.4.2 State TWO ways in which the:

(a) Farmer improved the reliability of this investigation (2)

(b) Validity of the investigation was ensured (2)

3.4.3 Name the type of dominance shown in this investigation. (1)

3.4.4 Give a reason for your answer in QUESTION 3.4.3. (2)

3.4.5 Based on the results shown in the table, explain why the green phenotype is more common than the yellow and blue phenotype in the offspring. (2)

3.4.6 Draw a bar graph to show the average number of fish over five years for each phenotype given in the table above. (6)
(17)

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3.5 Describe how non- disjunction leads to Down syndrome. **(5)**

3.6 In grape plants, red fruit colour **(R)** is dominant over green fruit colour **(r)**, and broad leaf **(B)** is dominant over narrow leaf **(b)**.

A grape plant that is heterozygous for both red fruit and broad leaf is crossed with a plant that is heterozygous for red fruit and narrow leaf.

The following table shows the results of the genetic cross between the two plants.

PHENOTYPE	NUMBER OF OFFSPRING
Red fruit and broad leaf	288
Green fruit and narrow leaf	108
Green fruit and broad leaf	96
Red fruit and narrow leaf	296

3.6.1 Identify the type of cross referred to above. (1)

3.6.2 Give a reason for your answer in QUESTION 3.6.1. (1)

3.6.3 Give the:

(a) Genotypes of the parent plants that were crossed (2)

(b) Possible genotypes in the gametes of the heterozygous red fruit and narrow leaf (2)

(c) Phenotypic ratio of red fruit and broad leaf to green fruit and broad leaf (2)

3.6.4 A grape plant homozygous for the dominant characteristics is crossed with a grape plant homozygous for the recessive characteristics.

How many grape plants in the next generation are likely to have green fruit and narrow leaf? (1)
(9)
[50]

TOTAL SECTION B: 100

GRAND TOTAL: 150

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NATIONAL SENIOR CERTIFICATE

GRADE 12

LIFE SCIENCES P2

PREPARATORY EXAMINATION

MARKING GUIDELINE

SEPTEMBER 2025

MARKS: 150

TIME: $2^1/_2$ hour

This marking guideline consists of 10 pages.

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PRINCIPLES RELATED TO MARKING LIFE SCIENCES SEPTEMBER 2025

1. **If more information than marks allocated is given**
   Stop marking when maximum marks are reached and put a wavy line and 'max' in the right-hand margin.

2. **If, for example, three reasons are required and five are given**
   Mark the first three irrespective of whether all or some are correct/incorrect.

3. **If whole process is given when only part of it is required**
   Read all and credit relevant part.

4. **If comparisons are asked for and descriptions are given**
   Accept if differences / similarities are clear.

5. **If tabulation is required but paragraphs are given**
   Candidates will lose marks for not tabulating.

6. **If diagrams are given with annotations when descriptions are required**
   Candidates will lose marks

7. **If flow charts are given instead of descriptions**
   Candidates will lose marks.

8. **If sequence is muddled and links do not make sense**
   Where sequence and links are correct, credit. Where sequence and links is incorrect, do not credit. If sequence and links becomes correct again, resume credit.

9. **Non-recognised abbreviations**
   Accept if first defined in answer. If not defined, do not credit the unrecognized abbreviation but credit the rest of answer if correct.

10. **Wrong numbering**
    If answer fits into the correct sequence of questions but the wrong number is given, it is acceptable.

11. **If language used changes the intended meaning**
    Do not accept.

12. **Spelling errors**
    If recognizable accept provided it does not mean something else in Life Sciences or if it is out of context.

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13. **If common names given in terminology**
Accept provided it was accepted at the National memo discussion meeting.

14. **If only letter is asked for and only name is given (and vice versa)**
No credit

15. **If units are not given in measurements**
Candidates will lose marks. Memorandum will allocate marks for units separately

16. Be sensitive to the **sense of an answer, which may be stated in a different way**.

17. **Caption**
All illustrations (diagrams, graphs, tables, etc.) must have a caption

18. **Code-switching of official languages (terms and concepts)**
A single word or two that appears in any official language other than the learners' assessment language used to the greatest extent in his/her answers should be credited, if it is correct. A marker that is proficient in the relevant official language should be consulted. This is applicable to all official languages.

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SECTION A

QUESTION 1

1.1
1.1.1 C✓✓
1.1.2 C✓✓
1.1.3 A✓✓
1.1.4 A✓✓
1.1.5 B✓✓
1.1.6 B✓✓
1.1.7 C✓✓
1.1.8 C✓✓
1.1.9 D✓✓

(9 x 2) **(18)**

1.2
1.2.1 Karyotype✓
1.2.2 Foramen magnum✓
1.2.3 Biogeography✓
1.2.4 Extinction✓
1.2.5 Haemophilia ✓
1.2.6 Bipedalism✓
1.2.7 Ribosome✓
1.2.8 Punctuated equilibrium✓
1.2.9 Interphase✓

(9 x 1) **(9)**

1.3
1.3.1 A only✓✓
1.3.2 A only✓✓
1.3.3 Both A and B✓✓

(3 x 2) **(6)**

1.4
1.4.1 (a) Prophase 1✓ (1)
(b) Metaphase 2✓ (1)
1.4.2 (a) A✓ Nuclear membrane✓ (2)
(b) D ✓ Spindle fibre✓/thread (2)
1.4.3 4✓/ four (1)
1.4.4 (a) Crossing over ✓ (1)
(b) Metaphase 1✓ (1)
(c) Ovary✓ (1)
(10)

1.5
1.5.1 (a) Phylogenetic Tree✓ (1)
(b) - *Australopithecus*✓
- *Homo*✓ (2)
(Mark first TWO only)
1.5.2 1.4 mya✓ (accept range 1.4 – 1.5) (1)
1.5.3 1✓ million years (accept range 1 – 1.2) (1)

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1.5.4 (a) *Australopithecus afarensis*✓ (1)

(b) Hominidae✓ (1)
(7)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1 Translation✓ (1)

2.1.2 (a) Peptide bond✓ (1)

(b) Amino acid✓ (1)

2.1.3 (a) codon✓ (1)

(b) AAT✓ (1)

2.1.4 (a) UCU✓ (1)

(b) - Leucine✓
- Glutamic acid✓
(Mark first TWO only) (2)
(8)

2.2
- The double helix DNA unwinds✓
- The double-stranded DNA unzips✓/weak hydrogen bonds break to form two separate strands.
- One strand is used as a template✓
- to form mRNA✓
- using free RNA nucleotides from the nucleoplasm✓
- The mRNA is complementary to DNA✓
- mRNA now has the coded message for protein synthesis✓ Any **(6)**

2.3 2.3.1
- A group of organisms of the same species✓
- occupying the same habitat✓
- at the same time✓ Any (2)

2.3.2 Timor monitors✓ (1)

2.3.3
- The original population of lizards/ common ancestor became separated by the geographical barrier✓ / oceans/ sea / river
- Then the population splits into two✓
- There was no gene flow between the two populations✓
- Each population experienced different environmental conditions✓/ the selective pressure may be different
- and therefore natural selection occurs independently✓
- such that the individuals of the two populations became different✓
- genotypically and phenotypically✓
- Even if these two populations were to mix again✓
- they will not be able to interbreed✓
- forming the different species, Komodo dragon and Timor monitor ✓*

***Compulsory** + 5 Any (6)
(9)

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2.4 2.4.1 Both Q and S were at the crime scene✓✓

OR

They are identical twins✓✓ (2)

2.4.2
- Human error may occur✓
- Only a small amount of DNA was used✓and may not be reliable
- Framing✓/planting false evidence
- Suspect can have an identical twin✓ with the same DNA profile Any (2)

(Mark first TWO only)

2.4.3
- Paternity testing✓
- Establish compatible tissue types for organ transplant✓
- Identify relatives✓
- Find inherited disorders✓
- Develop cures for inherited disorders✓ Any (2)

(Mark first TWO only)

2.4.4
- DNA profile of each individual is unique✓
- except in the case of identical twins✓ (2)

(8)

2.5 2.5.1 2✓/ two (1)

2.5.2 $X^B X^b$✓ (1)

2.5.3
- Males only have one X chromosome✓/ XY
- and need only one recessive allele✓/ X^b
- to have Fabry disease✓
- There is no allele to mask the recessive one✓ Any (3)

2.5.4 P1 Phenotype: Unaffected female x Unaffected male✓

Genotype: $X^B X^b$ x $X^B Y$✓

Meiosis

Gametes: X^B, X^b x X^B, Y ✓

Fertilisation

F.1 Genotype: $X^B X^B$, $X^B Y$, $X^B X^b$, $X^b Y$✓

Phenotype: Unaffected females, unaffected male, affected male✓*

P1 and F1✓

Meiosis and fertilisation ✓

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OR

P.1 Phenotype: Unaffected female x Unaffected male✓

Genotype : $X^B X^b$ x $X^B Y$✓

Meiosis

Fertilisation

Gametes	X^B	Y
X^B	$X^B X^B$	$X^B Y$
X^b	$X^B X^b$	$X^b Y$

1 mark for correct gametes
1 mark for correct genotypes

F1 Phenotype: Unaffected females, unaffected male, affected male✓*

P_1 and F_1✓
Meiosis and fertilisation✓ (6)
***Compulsory mark** 1 + Any 5 **(11)**

2.6 2.6.1 B✓ (1)

2.6.2

T✓

C	D
Large canines✓/ teeth	Small canines✓/ teeth
Jaw / palate is U-shaped✓	Jaw /palate is C-shaped✓
Spaces between the teeth✓	No spaces between teeth✓

(Mark first TWO only) 1 mark for table + Any 4 (5)

2.6.3
- Changed from long and narrow to short and wide✓
- To support upper body weight✓
- in a bipedal organism✓ Any (2)

(8)
[50]

QUESTION 3

3.1 3.1.1 (a)
- Embryos ✓
- Bone marrow✓ (2)

(Mark first TWO only)

(b)
- Lymphoma ✓
- Leukaemia✓ (2)

(Mark first TWO only)

3.1.2
- Stem cells are undifferentiated✓
- and have the potential to develop into any type of cell✓
- to replace affected cells✓ / defective cells causing a disorder Any (2)

(6)

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3.2

- There was variation✓amongst the population of the moths
- some were light-coloured and others were dark-coloured✓
- When exposed to blackened trees✓
- the moths with light colour were visible to the predators and died✓
- Those with dark colour were camouflaged, survived✓
- and reproduced ✓
- passing the allele for the dark colour to their offspring✓
- The next generation had a higher proportion of moths with dark colour✓ Any **(7)**

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3.3

- Originally /the earliest horse ancestors had short legs✓
- Forests were reduced and grasslands expanded due to climate change✓
- The horses had to outrun predators in order to survive✓
- They then developed longer legs as they were used all the time✓, to be able to outrun their predators
- Acquired characteristic of long legs was then passed on to the next generation✓ /to their offspring
- Eventually, all the horses had long legs✓ **(6)**

3.4 3.4.1

- Decide on time to allow the mating of the two fish✓
- Decide on the sample size✓
- Decide on the method /recording tool✓
- Decide on the time✓/ date/ session for sampling Any (2)

(Mark first TWO only)

3.4.2 (a)

- 20 fish✓/ 10 yellow fish and 10 blue fish were used
- Conducted over 5 years✓ (2)

(Mark first TWO only)

(b)

- Same number of male fish in each species✓
- Only healthy fish were selected✓
- Same reproductive age✓ fish species Any (2)

(Mark first TWO only)

3.4.3 Incomplete✓dominance (1)

3.4.4

- The offspring show a green colour which is an intermediate phenotype✓
- Neither allele for blue nor yellow colour is dominant over the other✓ (2)

3.4.5

- There was a greater chance of heterozygous green offspring✓

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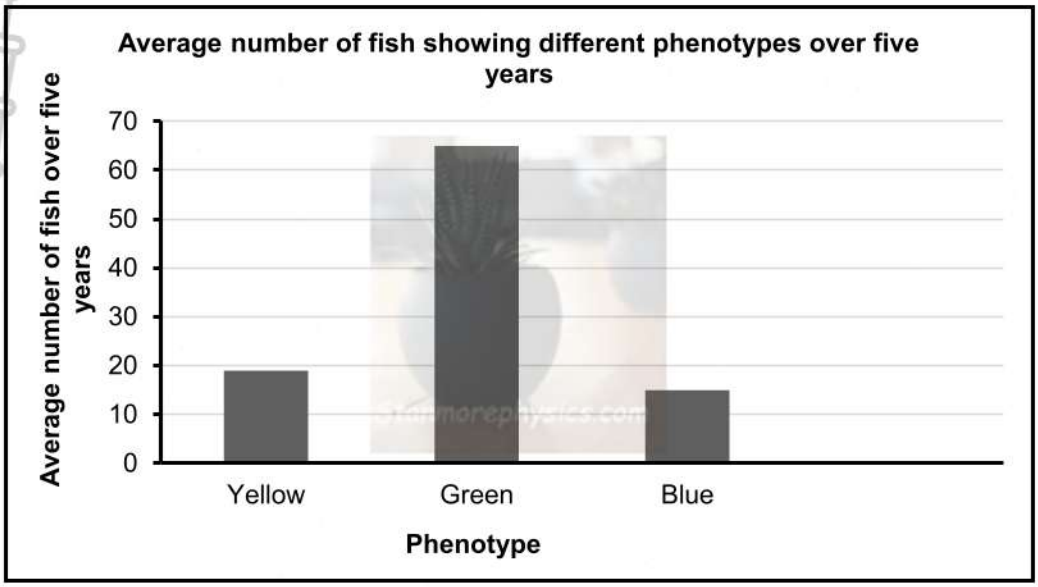
- being produced in each generation✓ (2)

3.4.6



Guideline for ASSESSING GRAPH

CRITERIA	MARK
Bar graph is drawn **(T)**	1
Caption of the graph includes both variables **(C)**	1
Correct labels on the X and Y axes with correct units **(L)**	1
Correct scale for X and Y-axes **(S)** equal space and width of bars	1
Plotting of co-ordinates **(P)** correctly: 1 to 2 All 3 co-ordinates plotted correctly	1 2

(6)
(17)

3.5
- Homologous chromosome pair/ chromosomes on position 21 fail to separate✓
- during Anaphase I✓/ II
- Leading to gamete with an extra chromosome✓/ 24 chromosomes
- The fertilisation of this gamete with a normal gamete✓with 23 chromosomes
- results in a zygote with 47 chromosomes✓/extra chromosomes on pair 21/Trisomy 21 **(5)**

3.6 3.6.1 Dihybrid✓cross (1)

3.6.2 Two characteristics/ pairs of alleles are crossed✓ (1)

3.6.3 (a) - RrBb✓
- Rrbb✓ (2)

(b) - Rb✓
- rb ✓ (2)

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(c) 3:1✓✓ (2)

3.6.4 0✓
OR
4✓/ all (1)
(9)

TOTAL SECTION B: 100

GRAND TOTAL: 150

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