



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

LIFE SCIENCES P1

MAY/JUNE 2025

MARKS: 150

TIME: 2½ hours

This question paper consists of 17 pages.



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 must use a non-programmable calculator, protractor and a compass, where necessary.
11. Write neatly and legibly.



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–D) next to the question numbers (1.1.1 to 1.1.10) in the ANSWER BOOK, e.g. 1.1.11 D.

1.1.1 The part in the amniotic egg that provides nutrients to the developing embryo:

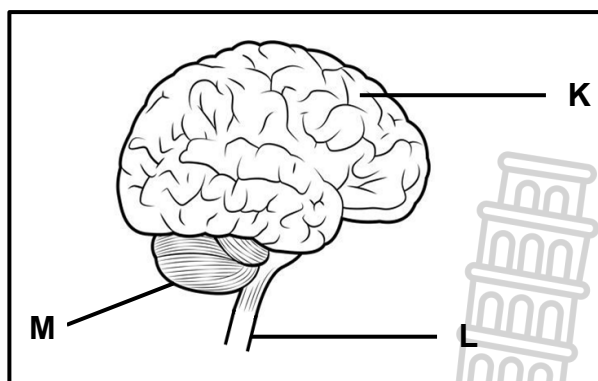
- A Yolk
- B Chorion
- C Amnion
- D Shell

1.1.2 Which gland is responsible for the secretion of prolactin?

- A Thyroid gland
- B Adrenal gland
- C Ovary
- D Pituitary gland

1.1.3 After an accident, a person can still walk, but has poor control and coordination of the skeletal muscles.

The diagram below represents part of the central nervous system of this person.



Which parts of the central nervous system are probably damaged?

- A **K, L and M**
- B **K and L**
- C **K and M**
- D **L and M**



1.1.4

The cranial and spinal nerves are part of the ... nervous system.

- A central
- B peripheral
- C sympathetic
- D parasympathetic

1.1.5

The following changes occur at puberty:

- (i) Growth of facial hair
- (ii) Deepening of the voice
- (iii) Onset of menstruation
- (iv) Oily skin

Which combination of characteristics occurs due to the secretion of testosterone?

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

1.1.6

A man is fertile if his semen contains a minimum of 20 million sperm per cm^3 and at least 75% of the sperm cells are active.

The table below shows the results of a sperm analysis of four semen samples.

Identify the sample that was obtained from an infertile man.

	NUMBER OF SPERM IN SAMPLE (million/ cm^3)	INACTIVE SPERM (%)
A	23	30
B	25	20
C	22	25
D	20	15

1.1.7

Which ONE of the following is a cause of short-sightedness?

- A The eyeball is too short.
- B The lens is unable to become less convex.
- C The lens is opaque.
- D The surface of the eye is uneven.



1.1.8

A person has a disorder where she is unable to secrete ADH.

It is most likely that ...

- A the renal tubules will become more permeable to water.
- B the blood will have a higher volume of water.
- C large volumes of urine will be produced.
- D more water is reabsorbed by the renal tubules.

1.1.9

Eagles are birds that lay their eggs high up on mountain cliffs and feed their young once they hatch.

The following is a list of reproductive strategies in vertebrates:

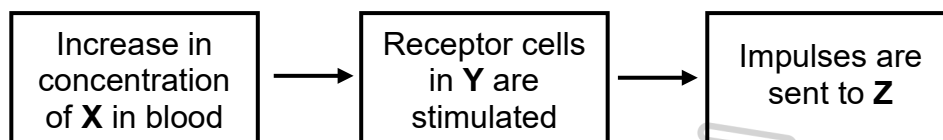
- (i) Internal fertilisation
- (ii) External fertilisation
- (iii) Precocial development
- (iv) Parental care
- (v) Ovipary

Which combination of strategies applies to eagles?

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

1.1.10

The flow diagram below represents a part of the homeostasis of compound **X**.



Which ONE of the following combinations is CORRECT?

	X	Y	Z
A	Carbon dioxide	Hypothalamus	Pituitary gland
B	Water	Hypothalamus	Medulla oblongata
C	Carbon dioxide	Carotid artery	Medulla oblongata
D	Water	Carotid artery	Pituitary gland

(10 x 2)

(20)

1.2 Give the correct **biological term** for EACH of the following descriptions. Write only the term next to the question numbers (1.2.1 to 1.2.8) in the ANSWER BOOK.

1.2.1 The inner lining of the uterus

1.2.2 A brain disorder that results in confusion and memory loss

1.2.3 The plant hormone that plays a role in the falling of leaves from trees

1.2.4 A reproductive strategy where the foetus develops inside the uterus

1.2.5 The type of vision in which both eyes are used to see one image

1.2.6 The part of the brain that joins the left and the right hemispheres of the cerebrum

1.2.7 The membrane in the amniotic egg that collects nitrogenous waste

1.2.8 The plant hormone used to control the growth of weeds (8 x 1) **(8)**

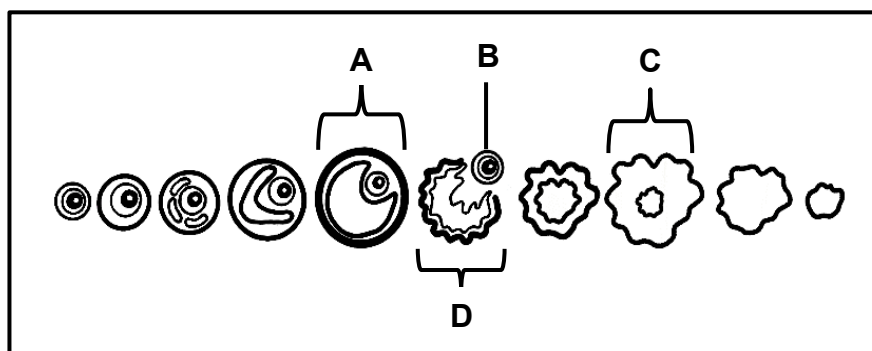
1.3 Indicate whether each of the descriptions in COLUMN I apply to **A ONLY**, **B ONLY**, **BOTH A AND B** or **NONE** of the items in COLUMN II. Write **A only**, **B only**, **both A and B** or **none** next to the question numbers (1.3.1 to 1.3.3) in the ANSWER BOOK.

COLUMN I		COLUMN II
1.3.1	A larger number of male and female gametes are produced	A: External fertilisation B: Internal fertilisation
1.3.2	A plant defence mechanism	A: Thorns B: Chemicals
1.3.3	Contributes to the movement of sperm	A: Mitochondria B: Tail

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

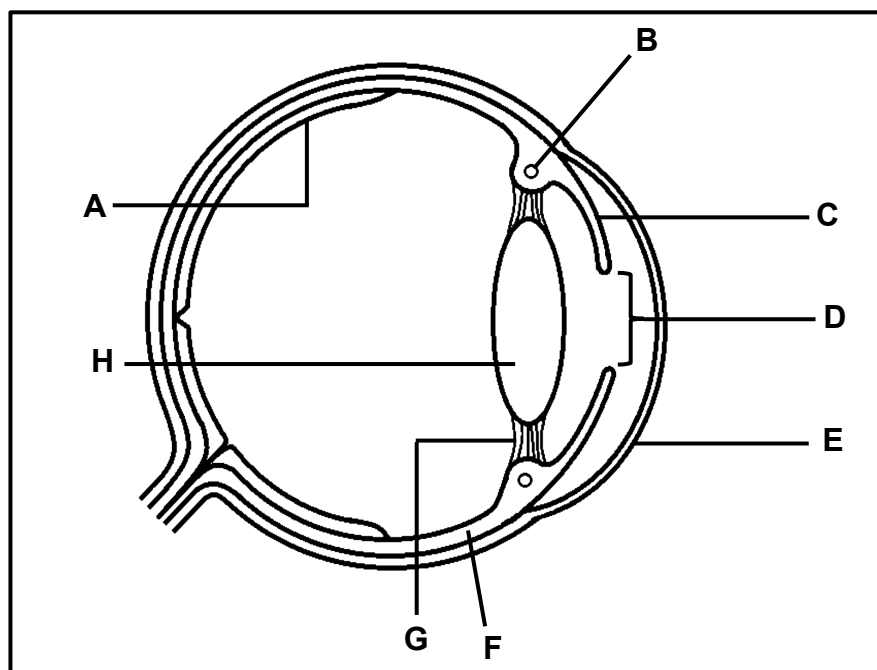


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1.5 The diagram below represents the human eye.



1.5.1 Identify part:

(a) **D** (1)

(b) **E** (1)

1.5.2 Give the LETTER of the:

(a) Choroid (1)

(b) Iris (1)

1.5.3 Name the TWO different receptors found in part **A**. (2)

1.5.4 Give only the LETTERS of THREE parts that are involved in accommodation of the eye. (3)

(9)

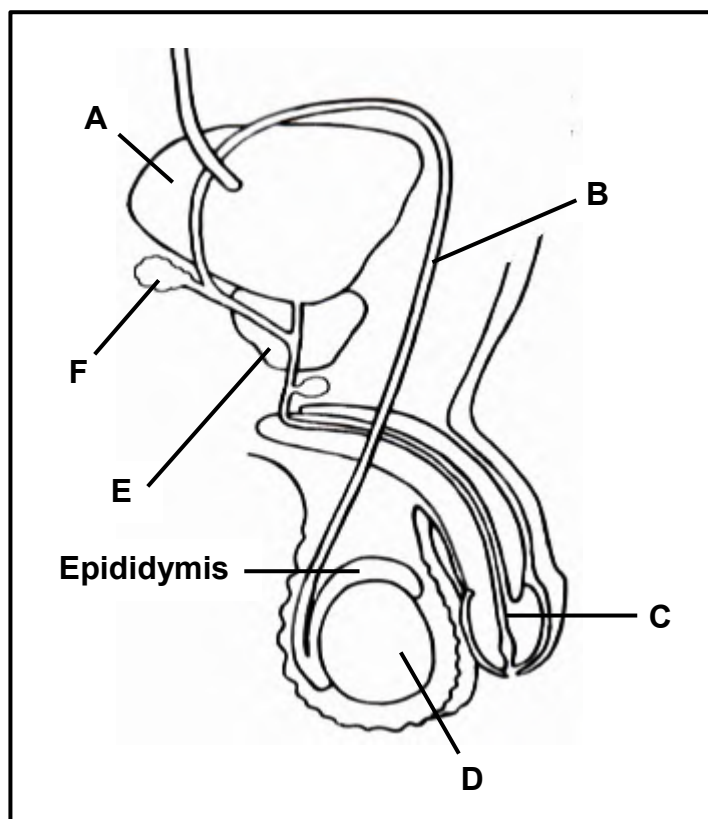
TOTAL SECTION A: 50



SECTION B

QUESTION 2

2.1 The diagram below shows the male reproductive system.



2.1.1 Identify part:

- (a) **E** (1)
- (b) **F** (1)
- (c) **C** (1)

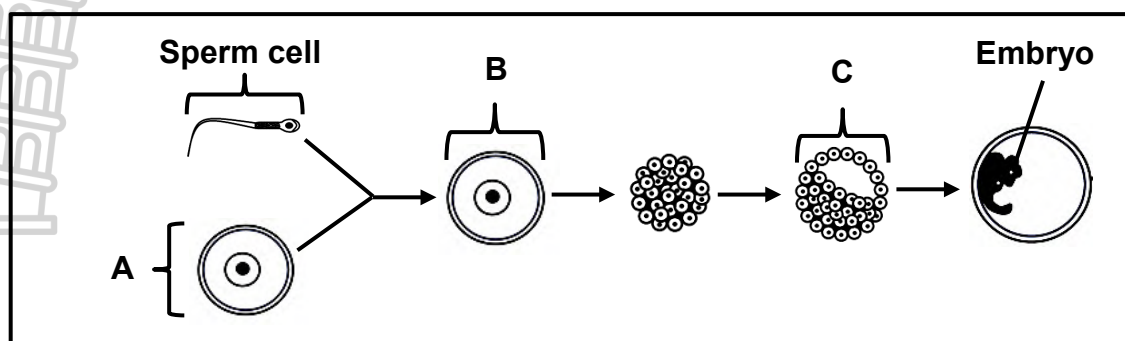
2.1.2 Name the type of gametogenesis that occurs in part **D**. (1)

2.1.3 Describe the process named in QUESTION 2.1.2. (4)

2.1.4 Epididymitis is a condition that causes inflammation in the epididymis. This can cause a blockage between the testes and part **B**.

Explain how this affects the composition of semen. (2)
(10)

2.2 The diagram below represents human embryonic development.



2.2.1 Identify:

(a) Cell **B** (1)

(b) Structure **C** (1)

2.2.2 Explain the difference between cell **A** and cell **B**. (3)

2.2.3 Name the fluid surrounding the embryo. (1)

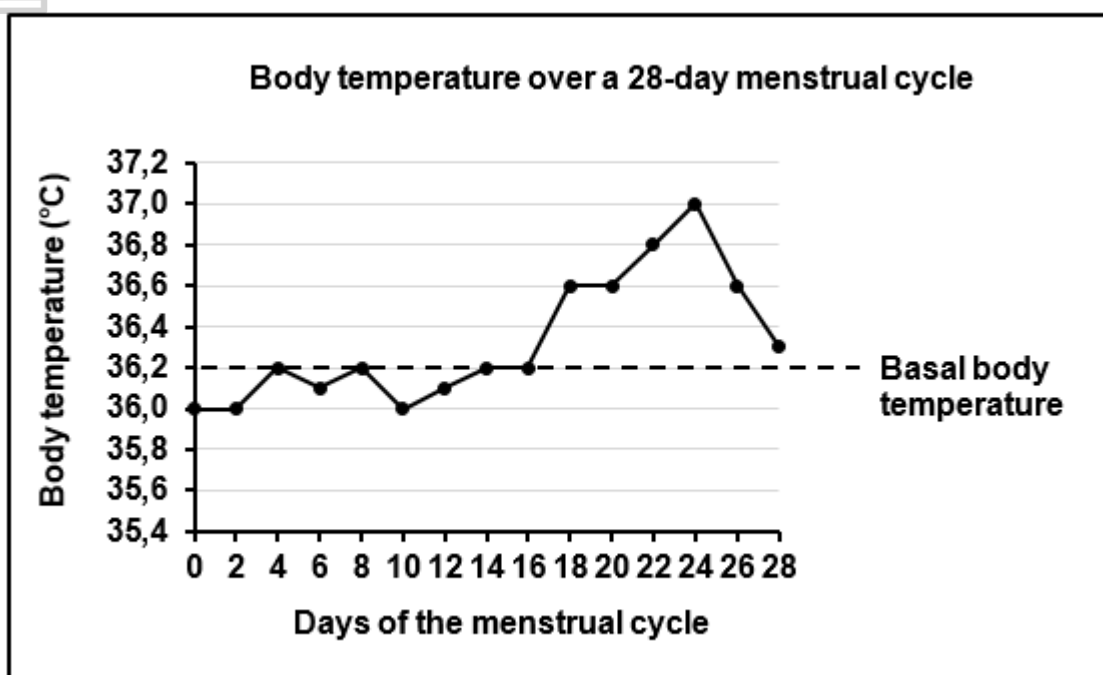
2.2.4 State THREE functions of the fluid named in QUESTION 2.2.3. (3)

(9)



- 2.3 Basal body temperature is the body temperature while a person is at rest. An increase above the basal body temperature occurs immediately after the day of ovulation. The basal body temperature method can be used by women who want to fall pregnant.

The graph below represents the body temperature chart of a woman with a 28-day menstrual cycle.



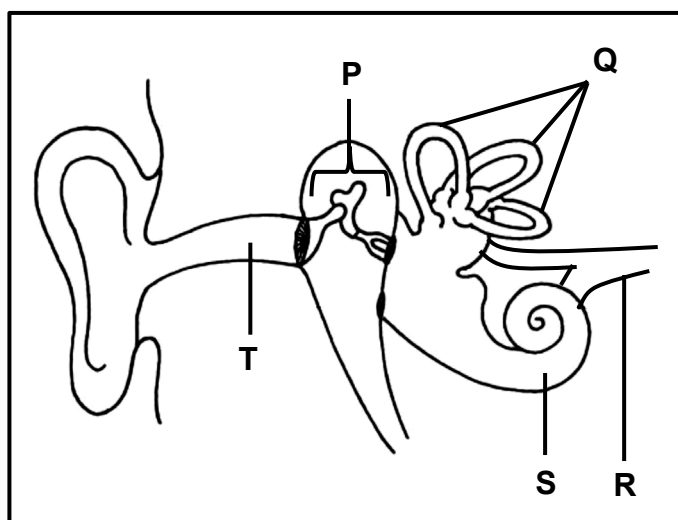
- 2.3.1 Use the graph to identify the following for this woman:
- (a) Basal body temperature (1)
 - (b) Day of ovulation (1)
- 2.3.2 Using evidence in the graph, give a reason for your answer to QUESTION 2.3.1(b). (2)
- 2.3.3 Progesterone is the hormone that causes an increase in the basal body temperature.
- Explain why the increase in basal body temperature occurs only after ovulation. (2)
- 2.3.4 Explain why the basal body temperature is measured when a person is at rest. (2)
- (8)**

2.4 Read the extract below.

HEARING LOSS

There are two main types of hearing loss. Type **A** hearing loss occurs when there is a blockage in the transmission of sound waves and vibrations through the outer and middle ear. Type **B** hearing loss is caused by damage to the hearing receptors of the inner ear or to the nerves that carry sound impulses to the brain.

The diagram below represents the human ear.



2.4.1 Write down only the LETTERS of TWO parts EACH that may be damaged when a person suffers from:

- (a) Type **A** hearing loss (2)
- (b) Type **B** hearing loss (2)

2.4.2 Identify part **S**. (1)

2.4.3 Describe the role of the hearing receptors when they are stimulated by pressure waves. (2)

2.4.4 Explain why a person will suffer from hearing loss if the bones at **P** are fused. (4)

(11)

2.5 Scientists investigated the effect of different doses of alcohol on reaction time in humans.

- A dose is the amount of alcohol given per kilogram of body mass.
- Reaction time is the time it takes a person to react once a stimulus is received.

The procedure was as follows:

- Two 30-year-old male volunteers participated in the investigation which was conducted for a period of 7 days.
- They did not drink alcohol for a period of 24 hours prior to testing.
- They were given different amounts of alcohol on 4 different days.
- Their reaction times were determined 30 minutes after consuming the alcohol.

The results of the investigation are shown in the table below.

DAY OF INVESTIGATION	ALCOHOL DOSE (mg/kg body mass)	REACTION TIME (seconds)	
		MALE 1	MALE 2
1	0	1,86	1,82
3	200	1,91	1,94
5	400	2,02	2,06
7	600	2,11	2,15

2.5.1 For this investigation, state the:

- (a) Independent variable (1)
- (b) Dependent variable (1)

2.5.2 Name TWO variables that were controlled during the investigation. (2)

2.5.3 State TWO ways in which the reliability of the results can be improved. (2)

2.5.4 Explain why the participants only received alcohol every second day. (2)

2.5.5 Male 1 has a body mass of 93 kg. Calculate the amount of alcohol (in mg) that he consumed on day 7 of the investigation. Show ALL your working. (2)

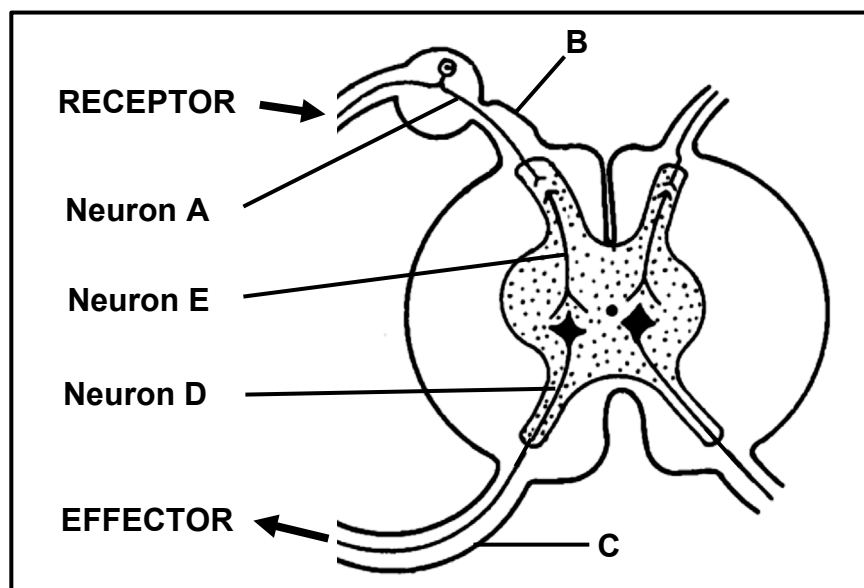
2.5.6 State a conclusion for this investigation. (2)

(12)

[50]

QUESTION 3

3.1 The diagram below represents part of a reflex arc.



3.1.1 Give the LETTER of the part that represents the:

- (a) Dorsal root (1)
- (b) Sensory neuron (1)

3.1.2 State the significance of a synapse. (1)

3.1.3 Explain the:

- (a) Significance of a reflex action (2)
- (b) Effect on the reflex arc if neuron **A** is cut (3)

3.1.4 Draw a labelled diagram to show the detailed structure of neuron **D**. (5)
(13)

3.2 Read the extract below.

INSULIN PUMPS

In people with diabetes mellitus, the beta cells in the pancreas are unable to secrete sufficient amounts of insulin. These people are treated with regular injections of insulin.

Electronic pumps have been developed as an alternative to injections. They pump insulin into the blood according to different blood glucose concentrations. The pump can be clipped to a piece of clothing or fastened to the skin with an adhesive patch. These pumps then infuse insulin through the skin into the blood.

3.2.1 Identify the:

- (a) Groups of cells in the pancreas that contain the beta cells (1)
- (b) Signal for the pump to turn on and start pumping insulin (1)

3.2.2 State why the cells identified in QUESTION 3.2.1(a) have endocrine characteristics. (2)

3.2.3 Describe the effect of insulin on the liver and the muscles. (2)

3.2.4 Explain why electronic pumps are more effective in controlling blood glucose levels than insulin injections. (2)
(8)

3.3 Describe the role of the human skin in the regulation of body temperature on a cold day. (6)



- 3.4 Knowing the salt level in the blood of humans can provide information on their health and lifestyle. The normal salt level in the blood is between 136 mmol/l and 145 mmol/l. Salt levels in the blood below 136 mmol/l are an indication of hyponatremia, and salt levels in the blood higher than 145 mmol/l are an indication of hypernatremia.

A group of people with the same diet had their blood salt levels tested.

The table below shows the results.

SALT LEVELS IN THE BLOOD (mmol/l)	NUMBER OF PEOPLE
Lower than 136	5
136 to 140	15
141 to 145	21
Higher than 145	4

- 3.4.1 Use data in the table to determine how many people have:
- (a) Hypernatremia (1)
- (b) Normal blood salt levels (1)
- 3.4.2 Describe how the human body increases a salt level lower than 136 mmol/l to the normal level. (6)
- 3.4.3 Draw a histogram to show the results in the table. (6)
- (14)**

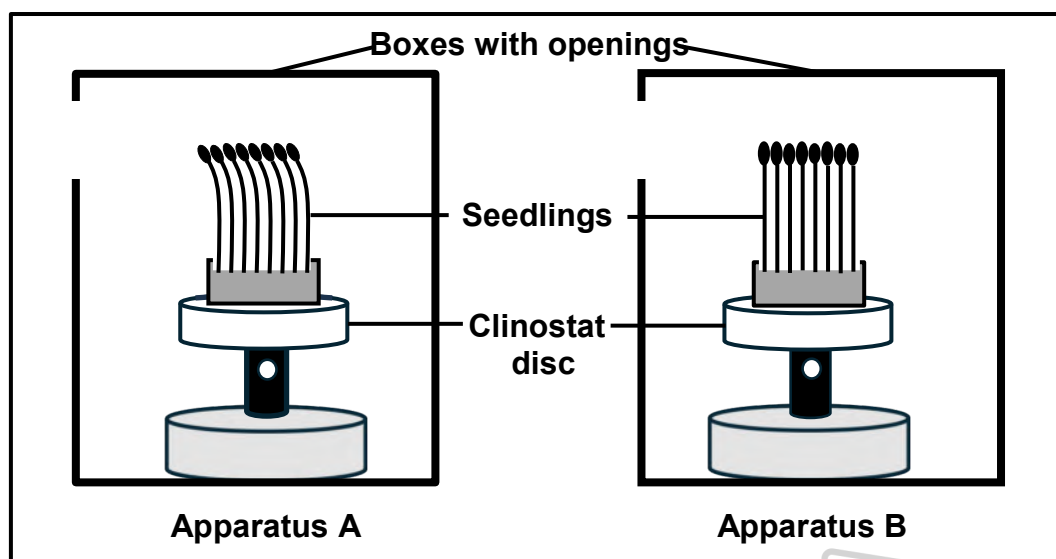


3.5 An investigation was conducted to determine the response of plant seedlings to light.

The procedure was as follows:

- Grain seeds were allowed to germinate into seedlings.
- One half of the seedlings were planted in one small pot and the other half in another small pot.
- When the stems reached a height of approximately 1 cm, the pots were placed on the discs of two clinostats. A clinostat is an apparatus consisting of a slowly rotating disc when switched on.
- Both sets of apparatus (**A** and **B**) were placed inside boxes with openings on one side only for light to enter (unilateral light).
- One clinostat was switched on and the other one was switched off.
- The apparatus was left for two weeks.

The results after two weeks are represented in the diagram below.



- 3.5.1 Identify the plant growth response demonstrated by the results. (1)
- 3.5.2 In which apparatus (**A** or **B**) was the clinostat switched on and the disc rotating slowly? (1)
- 3.5.3 Explain your answer to QUESTION 3.5.2. (2)
- 3.5.4 Explain the growth response of the seedlings in apparatus **A**. (5)
- (9)**
[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150



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SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

LIFE SCIENCES P1

MAY/JUNE 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 9 pages.



PRINCIPLES RELATED TO MARKING LIFE SCIENCES

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 a part of it is required**
Read all and credit the relevant part.
4. **If comparisons are asked for but descriptions are given**
Accept if the 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 are incorrect, do not credit. If sequence and links become correct again, resume credit.
9. **Non-recognised abbreviations**
Accept if first defined in answer. If not defined, do not credit the unrecognised abbreviation but credit the rest of the 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 recognisable, accept the answer, provided it does not mean something else in Life Sciences or if it is out of context.
13. **If common names are given in terminology**
Accept, provided it was accepted at the national standardisation meeting.
14. **If only the letter is asked for but only the name is given (and vice versa)**
Do not credit.

15. **If units are not given in measurements**
Candidates will lose marks. Marking guidelines 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 appear(s) 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.
19. **Changes to the marking guidelines**
No changes must be made to the marking guidelines without consulting the provincial internal moderator who in turn will consult with the national internal moderator (and the Umalusi moderators where necessary).
20. **Official marking guidelines**
Only marking guidelines bearing the signatures of the national internal moderator and the Umalusi moderators and distributed by the National Department of Basic Education via the provinces must be used.



SECTION A

QUESTION 1

- 1.1 1.1.1 A✓✓
1.1.2 D✓✓
1.1.3 C✓✓
1.1.4 B✓✓
1.1.5 C✓✓
1.1.6 A✓✓
1.1.7 B✓✓
1.1.8 C✓✓
1.1.9 B✓✓
1.1.10 C✓✓ (10 x 2) **(20)**
- 1.2 1.2.1 Endometrium✓
1.2.2 Alzheimer's✓ disease
1.2.3 Absciscic acid✓
1.2.4 Vivipary✓
1.2.5 Binocular✓ /stereoscopic vision
1.2.6 Corpus callosum✓
1.2.7 Allantois✓
1.2.8 Auxins✓ (8 x 1) **(8)**
- 1.3 1.3.1 A only✓✓
1.3.2 Both A and B✓✓
1.3.3 Both A and B✓✓ (3 x 2) **(6)**
- 1.4 1.4.1 Ovarian cycle✓ (1)
1.4.2 (a) Graafian follicle✓ (1)
(b) Ovum✓ (1)
(c) Corpus luteum✓ (1)
1.4.3 (a) FSH✓ /Follicle stimulating hormone (1)
(b) Oestrogen✓ (1)
(c) LH✓ /Luteinising hormone (1)
(7)
- 1.5 1.5.1 (a) Pupil✓ (1)
(b) Cornea✓ (1)
1.5.2 (a) F✓ (1)
(b) C✓ (1)
1.5.3 - Rods✓
- Cones✓ (2)
(Mark first TWO only)
1.5.4 - B✓
- G✓
- H✓ (3)
(Mark first THREE only) **(9)**

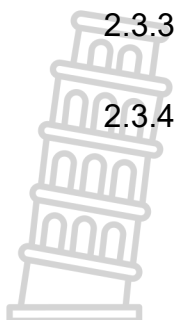


TOTAL SECTION A: 50

SECTION B

QUESTION 2

- 2.1 2.1.1 (a) Prostate gland✓ (1)
 (b) Seminal vesicle✓ (1)
 (c) Urethra✓ (1)
- 2.1.2 Spermatogenesis✓ (1)
- 2.1.3
- Under the influence of testosterone✓
 - diploid cells✓ /germinal epithelium
 - in the seminiferous tubules✓ of the testes
 - undergo meiosis✓
 - to form haploid sperm✓ cells Any (4)
- 2.1.4
- Sperm are prevented from entering the vas deferens✓ /leaving the testes
 - resulting in few sperm✓/a low sperm count (2)
- (10)
- 2.2 2.2.1 (a) Zygote✓ (1)
 (b) Blastocyst✓ /blastula (1)
- 2.2.2
- Cell A is haploid✓ /has 23 chromosomes /contains the genetic material of the female
 - Cell B is diploid✓ / has 46 chromosomes /contains the genetic material of both parents
 - Cell A is not fertilised✓ /Cell B is fertilised
- OR**
- Cell A is haploid✓ /has 23 chromosomes
 - Cell B is diploid✓ /has 46 chromosomes
 - Cell A contains the genetic material from the female✓ /
 Cell B contains the genetic material of both parents (3)
- 2.2.3 Amniotic✓ fluid (1)
- 2.2.4
- Allows for free movement✓ of the foetus
 - Protects the foetus against mechanical injury✓ /acts as a shock absorber
 - Prevents dehydration✓ of the foetus
 - Prevents temperature changes✓ Any (3)
- (Mark first THREE only)** (9)
- 2.3 2.3.1 (a) 36,2✓°C (1)
 (b) Day 16✓ (1)
- 2.3.2
- Body temperature increased above basal body temperature✓ / 36.2°C
 - (immediately) after day 16✓ (2)



- | | | | |
|-----------------------|-------|---|-------------|
| 2.3 | 2.3.3 | - The corpus luteum is formed✓ after ovulation and
- it secretes progesterone✓ | (2) |
| | 2.3.4 | - Physical activity /increased cellular respiration
changes body temperature✓✓ | |
| OR | | | |
| | | - Low physical activity /cellular respiration
prevents a change in body temperature✓✓ | (2) |
| 2.4 | 2.4.1 | (a) P✓ and T✓
(Mark first TWO only) | (2) |
| | | (b) S✓ and R✓
(Mark first TWO only) | (2) |
| | 2.4.2 | Cochlea✓ | (1) |
| | 2.4.3 | - They convert the stimulus /pressure waves to an impulse✓ and
- transfer it to the auditory nerve✓ | (2) |
| | 2.4.4 | - Ossicles will not vibrate freely✓ /fewer /no vibrations will be
carried to the oval window
- There is decreased amplification✓ of sound
- Fewer /no pressure waves will form in the cochlea✓
- Receptors in the cochlea will not be stimulated✓/stimulated less
- Less/no impulses will reach the cerebrum✓* | |
| *1 Compulsory + Any 3 | | | (4) |
| | | | (11) |
| 2.5 | 2.5.1 | (a) Alcohol dose✓
(b) Reaction time✓ | (1)
(1) |
| | 2.5.2 | - Age✓ /30 years old
- Gender✓ /men
- Volunteers were tested over a period of 7 days✓
- Volunteers abstained from alcohol for 24 hours✓ prior to testing
- Volunteers had their reaction time measured 30 minutes after
consuming the alcohol✓ /period from consumption to testing
was the same | Any (2) |
| | | (Mark first TWO only) | |
| | 2.5.3 | - Use more than 2 volunteers✓ /increase the number of
volunteers
- Repeat the investigation✓ / take multiple readings for the same
dose | (2) |
| | | (Mark first TWO only) | |
| | 2.5.4 | - To ensure that there is no alcohol in the body✓ and
- that only the alcohol given on the day is tested for✓ | (2) |
| | 2.5.5 | $(93 \times 600)✓ = 55\,800✓ \text{mg}$ | (2) |
| | 2.5.6 | Higher doses of alcohol increase the reaction time✓✓ | (2) |
| | | | (12) |
| | | | [50] |

QUESTION 3

- 3.1 3.1.1 (a) B✓ (1)
(b) A✓ (1)

3.1.2 It ensures that nerve impulses are transmitted in one direction✓ (1)

- 3.1.3 (a) - It is a rapid✓ /automatic reaction to a stimulus (2)
- that protects the body✓ from damage
(b) - No impulse will be transmitted from the receptor✓ (3)
- to the spinal cord✓ /interneuron and
- the effector will not be stimulated✓

3.1.4

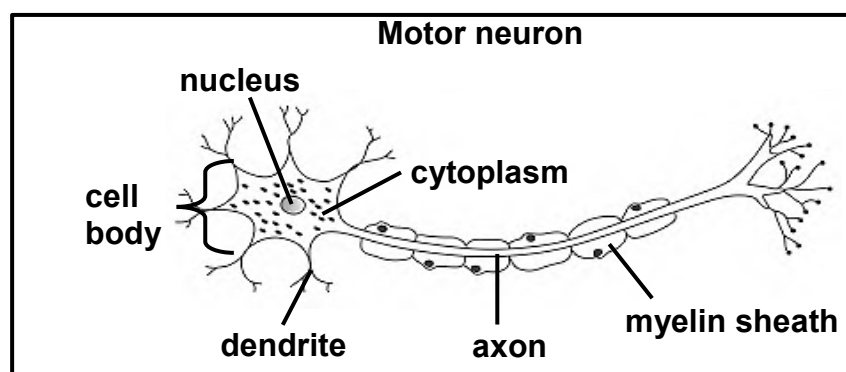


Diagram of a motor neuron	(D)	1
Correct caption		1
Any three correct labels		3

(5)
(13)

- 3.2 3.2.1 (a) Islets of Langerhans✓ (1)
(b) A high concentration of glucose in the blood✓ (1)

3.2.2 - They secrete hormones✓ /insulin /glucagon (2)
- directly into the blood✓ /has no ducts

3.2.3 - It stimulates the conversion of glucose to glycogen✓ and it (2)
- promotes the absorption /usage of glucose by the cells✓

3.2.4 - It delivers insulin specifically according to the glucose level✓ (2)
- to allow for better blood glucose management✓ /regular dosing (8)

- 3.3 - (Cold) receptors in the skin convert the stimulus to an impulse✓ which
- is sent to the hypothalamus✓ that
- stimulates vasoconstriction in the skin✓ /stimulates blood vessels of the skin to constrict
- Less blood flows to the skin✓ /sweat glands
- Less heat is lost✓ (from the skin) through radiation
- The sweat glands are stimulated to produce less sweat✓ and
- less heat is lost through evaporation✓ of sweat

Any (6)

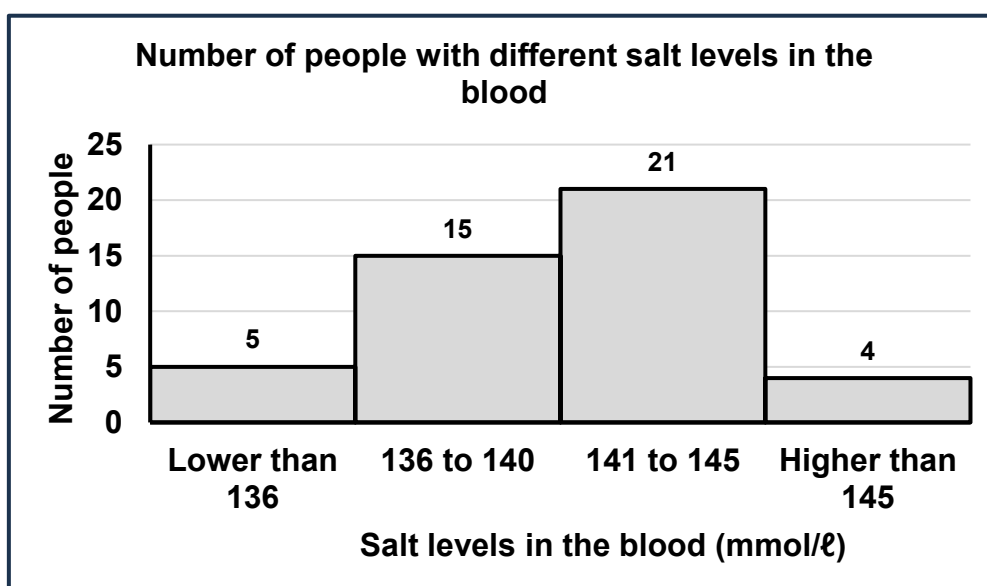
- 3.4 3.4.1 (a) 4✓ (1)
(b) 36✓ (1)



- 3.4.2
- Receptor cells detect the low salt level✓
 - The adrenal glands are stimulated✓ and
 - more aldosterone is secreted✓
 - In the renal tubules✓
 - the reabsorption of salt /sodium is increased✓
 - into the surrounding blood capillaries✓
 - Less salt is excreted✓

Any (6)

3.4.3



(6)
(14)

Criteria for the assessing of the graph:

Criteria	Elaboration	Mark
Correct type of graph (T)	Histogram drawn	1
Caption of graph (C)	Both variables included	1
Axes labels (L)	X- and Y-axis correctly labelled and correct unit for X-axis	1
Scale for X- and Y-axes (S)	X-axis - equal width of bars with no spaces Y-axis – correct scale	1
Plotting (P)	1 to 3 coordinates plotted correctly All four coordinates plotted correctly	1 2

If a bar or line graph is drawn, marks will be lost for:

- Type of graph
- Scale

If axes are transposed:

- Can get all marks if labels are also swapped and bars are horizontal
- If labels are not corresponding with axes, then:
 - Marks will be lost for labels and scale
 - Plotting can get credit if coordinates are correct for given labels

3.5	3.5.1	Phototropism✓	(1)
	3.5.2	B✓	(1)
	3.5.3	- All the seedlings grew straight up✓ /showed no phototropism - because they were evenly exposed to light✓ /not exposed to unilateral light / equal distribution of auxins	(2)
	3.5.4	- The seedlings/stems grew/bend to the left✓ /towards light - because they were exposed to light from one side✓ /unilateral light - Auxins diffuse to the right✓ /dark side of the seedlings - The high concentration of auxins on the right✓ /dark side - stimulates cell elongation✓ /cell division/growth on that side	(5) (9) [50]
TOTAL SECTION B:			100
GRAND TOTAL:			150

