



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

UMLAZI DISTRICT

GRADE 11

LIFE SCIENCES P2
NOVEMBER 2025

MARKS: 150

TIME: 2 ½ Hours

This paper consists of 14 pages

INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. Answer ALL the questions.
2. Write ALL the answers in your ANSWER BOOK.
3. Begin 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. ALL drawings should be done in pencil and labelled in blue or black ink.
7. Only draw diagrams or flow charts when asked to do so.
8. The diagrams in this question paper are NOT all drawn to scale.
9. Do NOT use graph paper.
10. Non-programmable calculators, protractors and compasses may be used.
11. Write neatly and legibly.



SECTION A

QUESTION 1

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

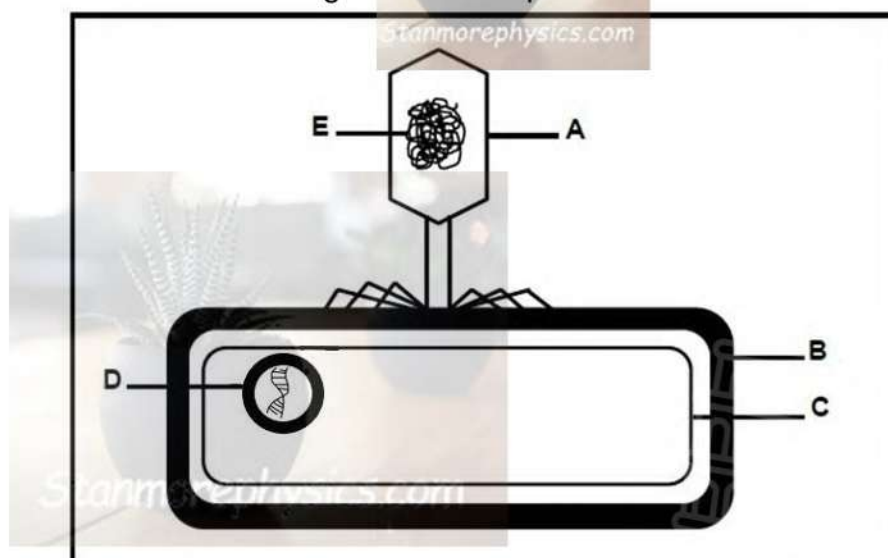
1.1.1 Disease-causing organisms are called...

- A antibiotics.
- B vaccines.
- C antibodies.
- D pathogens.

1.1.2 Cephalisation is generally associated with all of the following characteristics EXCEPT...

- A bilateral symmetry.
- B concentration of sensory structures at the anterior end.
- C a brain.
- D sessile existence.

1.1.3 Which structure in the diagram below represents viral RNA?



- A Structure B
- B Structure C
- C Structure D
- D Structure E

- 1.1.4 Which characteristic is shared by *Cnidarians* and *Platyhelminthes*?
- A Dorsoventrally flattened bodies
 - B Radial symmetry
 - C A digestive system with a single opening
 - D A distinct head

- 1.1.5 Which ONE of the following characteristics is applicable to viruses?
- A Viruses are mutualistic.
 - B Viruses are the simplest known living organisms.
 - C Viruses are parasitic.
 - D Viruses are capable of respiration.

- 1.1.6 Rabies is a viral disease spread to people by infected animals. A person bitten by an infected animal, should be given an injection containing specific antibodies. After the injection, the person should have...

- A natural, active immunity.
- B artificial, active immunity.
- C natural, passive immunity.
- D artificial, passive immunity.

- 1.1.7 Which ONE of the following is a potential disadvantage of practising monoculture in agriculture?

- A It increases biodiversity in the ecosystem.
- B It reduces the risk of pests and diseases.
- C It can lead to soil nutrient depletion and increased pest attacks.
- D It encourages natural pollination by a variety of insects.

- 1.1.8 Why is mining considered a threat to biodiversity?

- A It increases the number of plant species.
- B It creates more habitats for animals.
- C It destroys natural habitats and pollutes the environment.
- D It helps protect endangered species.

- 1.1.9 A micro-organism that is a *unicellular eukaryote*, is...

- A a single cell that has a nucleus and membrane-bound organelles.
- B a single cell that does not have a nucleus.
- C made up of many cells, each with a nucleus.
- D a virus that can only survive in a host cell.

(9 x 2) (18)

- 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 1.2.10) in the ANSWER BOOK.

- 1.2.1 Different populations occurring in a particular area.
 1.2.2 The one-way movement of organisms out of a population to a new area.
 1.2.3 Measurement of the total amount of carbon dioxide emissions of an individual per year.
 1.2.4 Accessibility of safe and nutritious food to all people at all times.
 1.2.5 Animals that remain attached to a substrate for their entire life cycle.
 1.2.6 Embryonic tissue layer which gives rise to the outer covering of the animal.
 1.2.7 Organisms that are carriers of disease.
 1.2.8 Chemical substances used to kill bacteria.
 1.2.9 The dominant generation in flowering plants.
 1.2.10 All organisms in this phylum have a vertebral column.

(10 x 1) (10)

- 1.3 Indicate whether each of the statements 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 numbers (1.3.1 to 1.3.4) in the ANSWER BOOK.

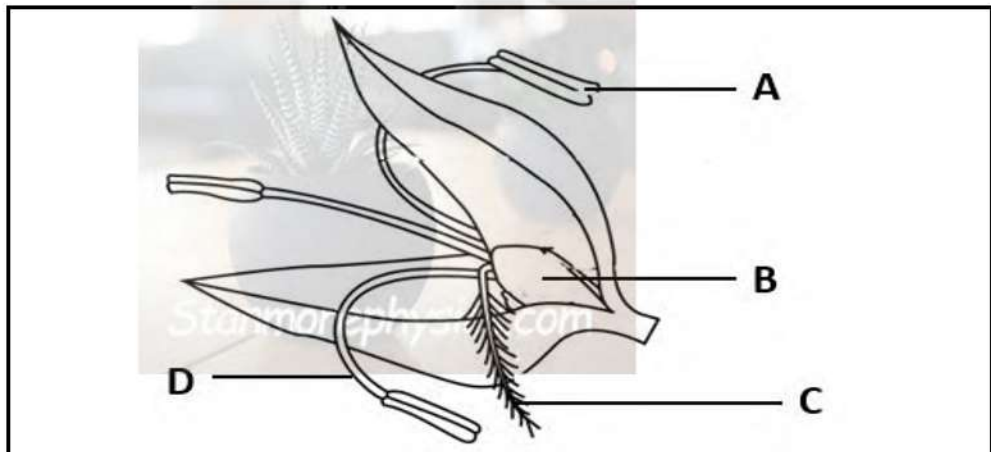
	COLUMN I	COLUMN II
1.3.1	The role of antigens in the body's defence	A: Triggers an immune response B: Binds to the invading pathogen
1.3.2	Greenhouse gases	A: Carbon dioxide B: Methane
1.3.3	Factors decreasing water availability	A: Destruction of wetlands B: Alien invasive plants
1.3.4	Involves fusion of a male and a female gamete	A: Sexual reproduction B: Asexual reproduction

(4 x 2) (8)

- 1.4 Tom left a slice of bread in his lunchbox. After 2 weeks, he noticed black patches on the bread. downloaded from Stanmorephysics

- 1.4.1 Name the micro-organism growing on the bread. (1)
 1.4.2 (a) To which kingdom does the micro-organism mentioned in QUESTION 1.4.1 belong? (1)
 (b) Name another useful micro-organism which belongs to the same kingdom mentioned in QUESTION 1.4.2 (a). (1)
 1.4.3 List TWO conditions required for the growth of the micro-organism. (2)
 1.4.4 State TWO NEGATIVE effects that micro-organisms from the kingdom mentioned in QUESTION 1.4.2 (a) have on the economy. (2)
 (7)

1.5 Study the diagram below of a flower and answer the questions set.



1.5.1 (a) Identify the type of pollinating agent for this flower. (1)

(b) Give ONE VISIBLE reason for the answer in QUESTION 1.5.1 (a). (1)

1.5.2 Provide labels for part:

(a) A. (1)

(b) C. (1)

(c) D. (1)

1.5.3 What is the function of part labelled C? (2)

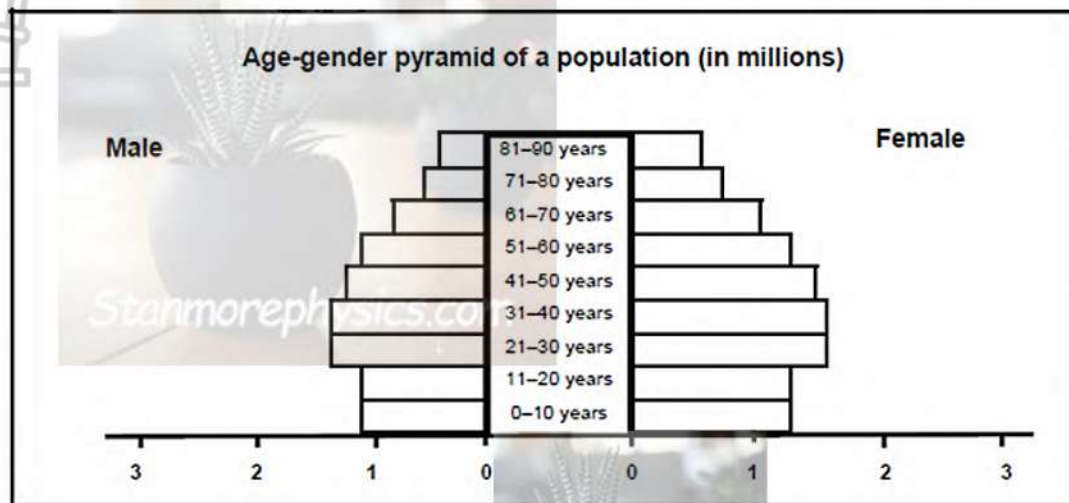
(7)

TOTAL SECTION A: 50

SECTION B

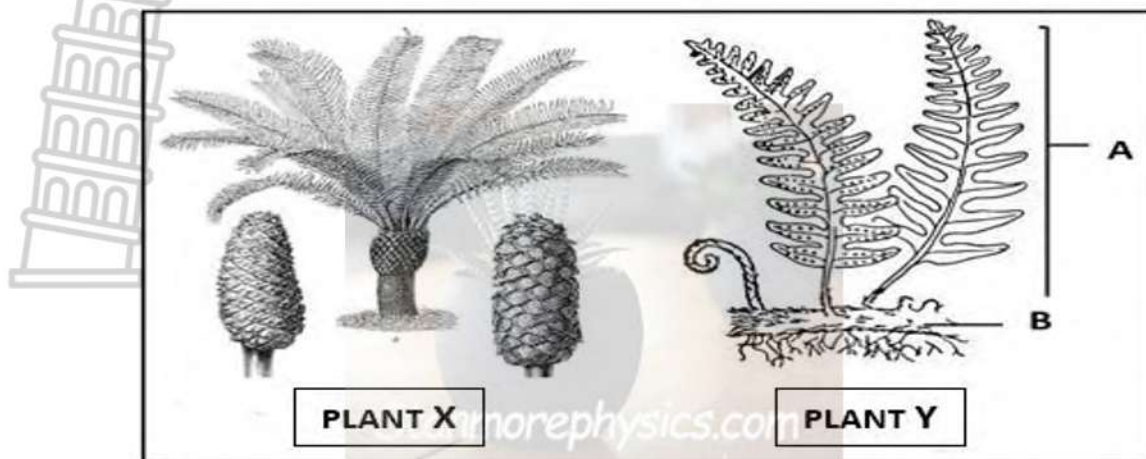
QUESTION 2

2.1 Study the Age-Gender pyramid below and answer the questions that follow.



- 2.1.1 What type of country does the above pyramid represent? Choose from DEVELOPING COUNTRY or DEVELOPED COUNTRY. (1)
- 2.1.2 Provide TWO reasons for the answer to QUESTION 2.1.1 (2)
- 2.1.3 Which GENDER and AGE group makes up 1 million of this country's population? (2)
- 2.1.4 Name the specific method by which the population in this age-gender pyramid would have been determined. (1)
- 2.1.5 State TWO reasons why it is necessary for government officials to have information from age-gender pyramids. (4)
- (10)

2.2 The diagram below shows two plants belonging to different plant divisions.



2.2.1. Identify the part labelled:

(a) A. (1)

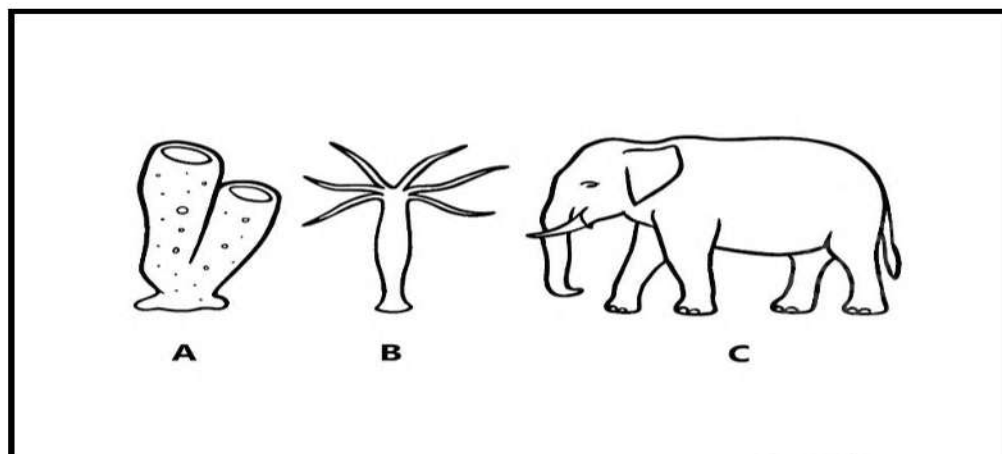
(b) B. (1)

2.2.2 Write down the LETTER and the NAME of the plant group characterised with NAKED SEEDS. (2)

2.2.3 Explain why plant X is less dependent on water compared to plant Y. (2)

(6)

2.3 The diagram below represents three different organisms.



2.3.1 The arrangement of body tissue becomes increasingly complex as animals become more evolved. This has allowed animals to develop different feeding strategies. downloaded from Stanmorephysics

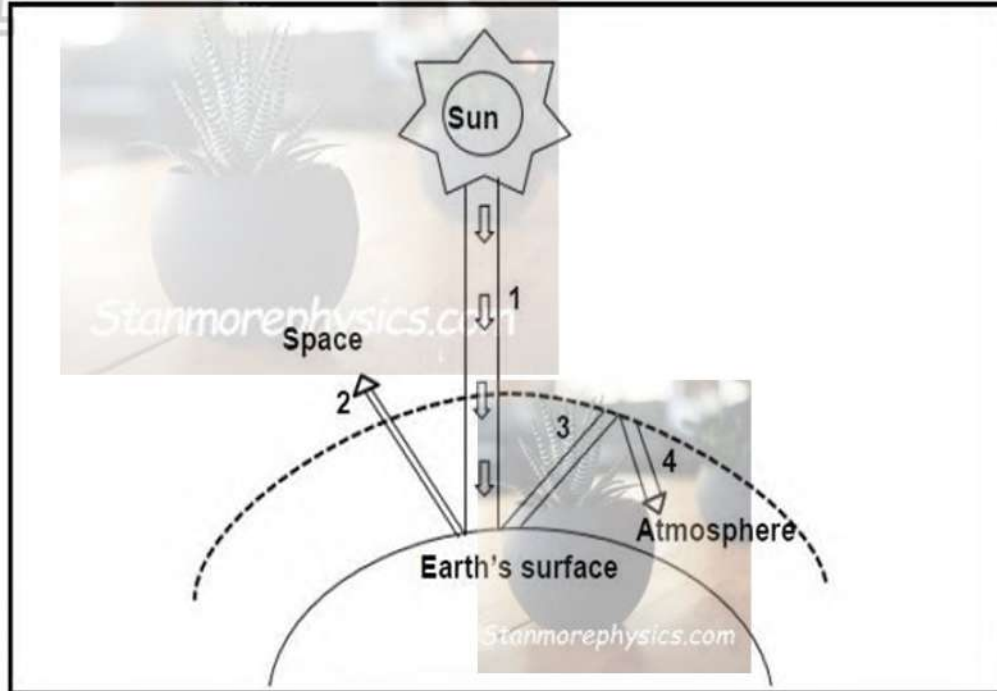
(a) Identify the type of symmetry of organism B. (1)

(b) State the advantage of this type of symmetry. (2)

2.3.2 Name the phylum to which organism A belongs. (1)

- 2.3.3 State the number of embryonic tissue layers present in organism C. (1)
- 2.3.4 Draw a fully labelled diagram to represent the body plan of organism C. (5)
- (10)

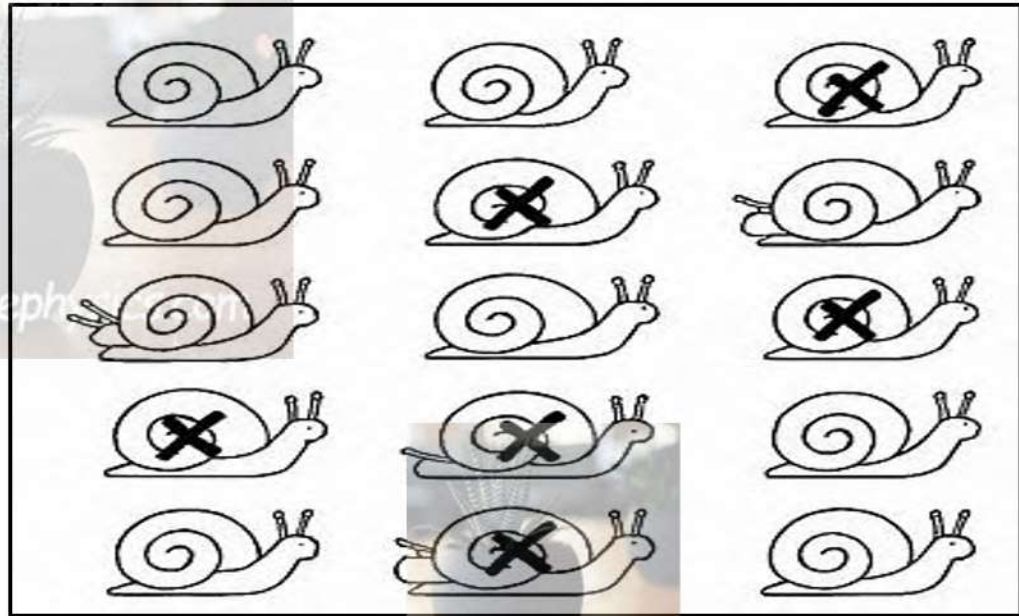
2.4 The diagram below illustrates the greenhouse effect.



- 2.4.1 Using numbers 1 – 4 in the diagram above, explain how the greenhouse effect occurs. (4)
- 2.4.2 What is the advantage of the natural greenhouse effect for life on earth? (2)
- 2.4.3 Name TWO human activities which contribute to carbon dioxide emissions. (2)
- 2.4.4 A rapid increase in the greenhouse effect can lead to the enhanced greenhouse effect which causes global warming. (4)
- Explain TWO ways in which global warming impacts life on earth. (12)

2.5 In an investigation to determine the size of the snail population in a garden, snails were collected at random.

- 20 snails were captured and marked with an X and then returned to the garden.
- After one week, a second sample of snails was collected.
- The diagram below shows the snails that were caught during the second capture.



2.5.1 Name the technique used to determine the population of snails. (1)

2.5.2 Is this method a direct or indirect method? (1)

2.5.3 Why must a water-resistant marker be used? (2)

2.5.4 Give TWO reasons why there was an interval of only one week between taking the two samples. (2)

2.5.5 By using the formula below, estimate the population size.
Show ALL working.

$$P = \frac{M \times C}{R}$$

Where P = estimated population size

M = the number of organisms marked in the first capture

C = total number caught in the second sample

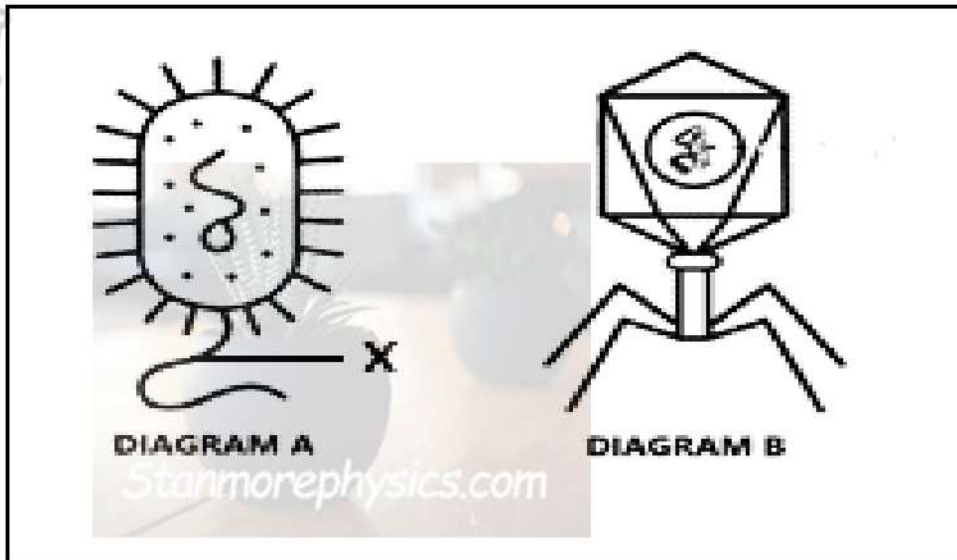
R = number of marked organisms recaptured in the second capture (4)

2.5.6 State TWO ways in which the reliability was achieved in this investigation. (2)

(12)
[50]

QUESTION 3

3.1 The diagrams below show the structure of two types of micro-organisms.



3.1.1 Identify the type of micro-organism represented by:

(a) Diagram A.

(1)

(b) Diagram B.

(1)

3.1.2 Name the part labelled X in Diagram A.

(1)

3.1.3 State TWO ways in which the micro-organism in Diagram A is structurally different from the micro-organism in Diagram B.

(2)

3.1.4 Explain why the micro-organism in Diagram B requires a host in order to survive.

(3)

(8)

3.2 Read the passage below and answer the questions set.

Even though the demand for food in the world has increased greatly, the amount of land used for farming has not grown much. According to the Food and Agriculture Organization (FAO), most of the increase in food production since the 1960s (about 70–80%) is due to better farming methods that increase the yield per hectare, not because more land is being farmed. These higher yields are the result of using fertilisers, pesticides, irrigation systems, improved crop varieties, and in some areas, Genetically Modified Organisms (GMOs).

Over the past 30 years, many people have become more aware of how chemicals in farming can affect their health and the environment. As a result, more consumers are choosing to buy organically grown food. Organic farmers do not use chemical fertilisers or pesticides. Instead, they use natural fertilisers like compost or manure, practise crop rotation, and use biological pest control to grow healthy crops without harming the environment.

Source: <https://www2.kenyon.edu/projects/farmschool/nature/organic.htm>

- 3.2.1 Give ONE reason for the increase in the demand for food over the years. (1)
- 3.2.2 State ONE way in which the use of the following increases productivity: (1)
- (a) pesticides. (1)
- (b) fertilisers. (1)
- 3.2.3 Explain how the use of pesticides could destroy food chains. (2)
- 3.2.4 Explain how GMOs can be considered a threat to food security. (2)
- 3.2.5 Describe the process of eutrophication. (5)
- 3.2.6 Besides the use of fertilisers, describe THREE other ways that humans contribute to poor water quality downloaded from Stanmorephysics. (3)
- (15)**

3.3 Mycorrhiza is a symbiotic relationship between fungal hyphae and the roots of true plants. The hyphae increase the absorptive surface of the plant's roots by aiding in the absorption of water, phosphorous and other mineral ions from the soil to the roots of plants. The plant is photosynthetic and provides the fungus with carbohydrates.

A scientist conducted an investigation to determine the effect of mycorrhizal associations on plant growth.

The experiment was conducted as follows:

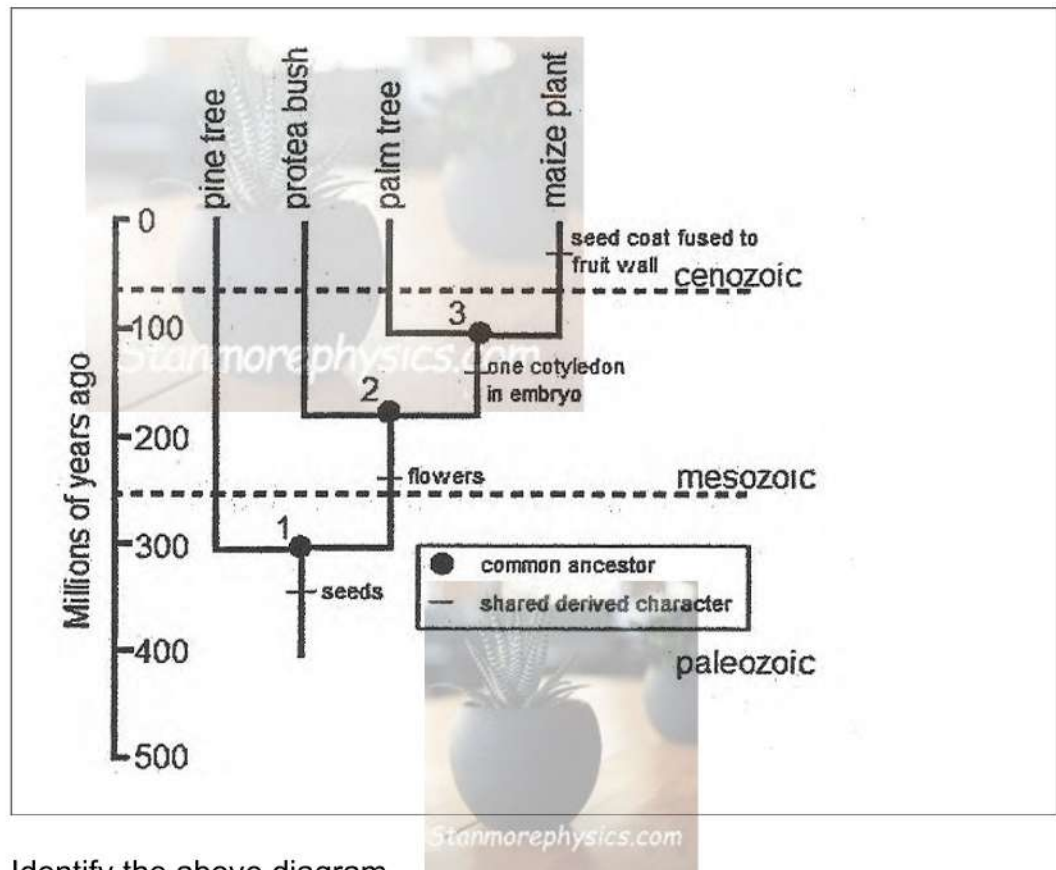
- Two groups of plants of the same species were grown.
- One group was planted in soil that had been sterilised.
- The other group was planted in the same type of soil, but the soil had not been sterilised.
- All other factors remained the same between the two groups.
- The plants were allowed to grow for 8 weeks.
- Each week, the height (in centimetres) of each plant was measured

The table below shows the growth of the plants over the 8-week period.

Week	Height of plants grown in sterilised soil (cm)	Height of plants grown in non-sterilised soil (cm)
1	1	2
2	2	6
3	2	9
4	2	10
5	2	12
6	4	16
7	5	19
8	6	23

- 3.3.1 State TWO planning steps that should have been carried out to ensure the investigation was conducted correctly. (2)
- 3.3.2 Identify the: (1)
- (a) independent variable. (1)
 - (b) dependant variable. (1)
- 3.3.3 State ONE way in which the scientist ensured that the results of the investigation were valid. (1)
- 3.3.4 Calculate the percentage increase in height between week 4 and week 7 for the plants grown in non-sterilised soil. Show ALL working. (3)
- 3.3.5 Use the data in the table to draw a DOUBLE BAR graph showing the height of plants grown in sterilised and non-sterilised soil over the first 4 weeks. (6)
- 3.3.6 What conclusion can be drawn from the results of the experiment? (1)
- 3.3.7 Mycorrhiza is a symbiotic relationship between fungal hyphae and the roots of true plants. (1)
- (a) Identify the type of symbiotic relationship between the fungus and the roots of the plants. (1)
 - (b) Explain the benefits of this relationship to the fungus and the plants. (2)
- (18)**

- 3.4 The diagram below shows possible evolutionary relationships amongst seed-bearing plants.



- 3.4.1 Identify the above diagram. (1)
- 3.4.2 With reference to the protea bush, palm tree and maize plant:
- Which solid circle (1, 2 or 3) represents the common ancestor of the protea bush, palm tree and maize plant? (1)
 - Which TWO plants are more closely related? (1)
 - Explain your answer for QUESTION 3.4.2 (a) above. (1)
- 3.4.3 During which era did seeds develop? (1)
- 3.4.4 When did the common ancestor of all seed-bearing plants evolve? (2)
- 3.4.5 Explain TWO advantages of the development of seeds. (2)

(9)
[50]

TOTAL SECTION B: 100

GRAND TOTAL: 150



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EDUCATION
REPUBLIC OF SOUTH AFRICA

UMLAZI DISTRICT

GRADE 11

**LIFE SCIENCES P2
NOVEMBER 2025
MARKING GUIDELINE**

Stanmorephysics.com

MARKS: 150

TIME: 2 ½ Hours

These marking guidelines consists of 11 pages.

PRINCIPLES RELATING 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 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 are incorrect, do not credit. If sequence and links become correct again, resume credit.
9. **Non-recognized abbreviations**
Accept if first defined in answer. If not defined, do not credit the unrecognised 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.
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 captions.

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.



SECTION A

QUESTION 1

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

(9 x 2) (18)

- 1.2 1.2.1 Community✓
 1.2.2 Emigration✓
 1.2.3 Carbon footprint✓
 1.2.4 Food security✓
 1.2.5 Sessile✓
 1.2.6 Ectoderm✓
 1.2.7 Vector/s✓
 1.2.8 Antibiotics✓
 1.2.9 Sporophyte✓
 1.2.10 Chordata✓

(10 x 1) (10)

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

(4 x 2) (8)

- 1.4 1.4.1 Bread mould (Rhizopus sp.)/ Fungi✓

(1)

- 1.4.2 (a) Kingdom Fungi✓
 (b) Yeast/ Mushrooms✓

(1)

(1)

- 1.4.3 Air✓
 Food✓/ nutrients
 Water✓/ moisture
 Warm environment✓
 Absence of light✓/ Darkness/ No light

(any 3 x 1) (3)

- 1.4.4 Damaging crops✓
 Spoiling food✓
 Harming livestock and humans✓
 Destroying materials✓
 All leads to financial loss✓ and reduced productivity✓ (any 2 x 1) (2)
(8)
- 1.5 1.5.1 (a) Wind✓ (1)
 (b) -Large stigma✓/ feathery stigma
 -Large anther✓
 -Long filaments✓
 -Anthers hanging outside of the flower✓ (any one) (1)
- 1.5.2 (a) Anther✓ (1)
 (b) Stigma✓ (1)
 (c) Filament✓ (1)
- 1.5.3 To trap pollen grains✓✓ (2)
(7)



TOTAL SECTION A: 50

SECTION B

QUESTION 2

- 2.1 2.1.1 Developed✓ (1)
- 2.1.2 There is smaller number of youth✓ / low natality rate
 There is a larger number of working age individuals✓
 There is a higher life expectancy✓ (any 2 x 1) (2)
- 2.1.3 Females✓ 61-70✓ years (2)
- 2.1.4 Census✓ (1)
- 2.1.5 For planning of of social grants✓✓
 For planning of school development✓✓
 For developing economic and social policies✓✓
 For planning of services and resources✓✓ (any 2 x 2) (4)
(10)
- 2.2 2.2.1 (a) Frond✓ (1)
 (b) Rhizome✓ (1)
- 2.2.2 X ✓ Gymnosperms✓ (2)

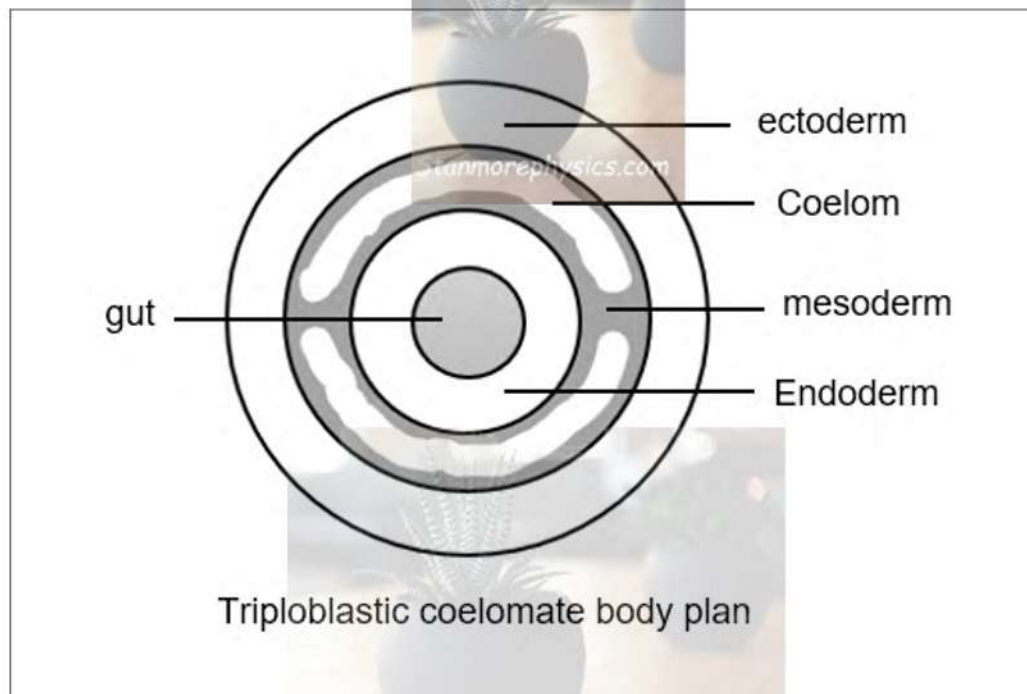
- 2.2.3 Plant A does not need water for fertilisation/ sexual reproduction. Gametes are transported by wind✓
 Plant B requires water for male gamete to swim to female gamete✓ (2)
 (6)
 2.3 2.3.1 (a) Radial symmetry✓ (1)
 (b) Sensory structures are evenly distributed around the body✓, allowing organisms to detect threats from all directions✓
 Organism is able to move in any direction✓ and can therefore easily obtain food✓ downloaded from Stanmorephysics
 Allows animals that are sessile to react to danger from any direction✓ since they cannot face the danger✓

(any 1 x 2) (2)
 (1)

2.3.2 Porifera✓

2.3.3 Three/ 3✓ (1)

2.3.4



CRITERIA	MARKS
Correct drawing (D)	1
Caption (C)	1
Labels (L) (any 3 correct labels)	3

(5)

- 2.4 2.4.1 1 - Solar radiation penetrates through a blanket of greenhouse gases in the atmosphere and reaches the Earth's surface✓

(10)



2 - Once absorbed, some of the solar radiation is sent back into the atmosphere in the form of infra-red rays✓

3 - But most of the energy is absorbed by the greenhouse gases in the atmosphere✓

4 - The greenhouse gases redirect this energy back to the Earth warming the Earth✓

(4)

2.4.2 Prevents the Earth from becoming too cold/ maintains suitable temperature for life on Earth✓✓

(2)

2.4.3 Coal burning power stations✓

Burning fossil fuels✓

Deforestation✓

Raising livestock✓

Industrial processes✓

(any 2 x 1) (2)

2.4.4 Rising Temperatures

- Heatwaves become more common,✓ making it harder for humans, animals, and plants to survive
- Crops may fail if temperatures are too high✓



Melting Ice and Rising Sea Levels

- Polar ice caps and glaciers melt, ✓ causing oceans to rise✓
- Low-lying coastal areas and islands risk flooding, ✓ forcing people and animals to move✓

Extreme Weather downloaded from Stanmorephysics

- More frequent storms, droughts, floods, and wildfires✓
- These destroy homes, farmland, and natural habitats✓

Biodiversity Loss

- Animals and plants that cannot adapt to changing conditions may go extinct✓
- Coral reefs, for example, are dying because of warmer oceans✓
Or any other suitable answer

Human Health

- Higher temperatures spread diseases like malaria and dengue fever✓
- Heat stress✓ and poor air quality✓ affect millions of people✓

(4)



- ## Disruption of Ecosystems

- (Mark first TWO only)**

(any 2 x 2)

(12)

(1)

(1)

(2)

(2)

(4)

(2)

12)

50]

3.1 3.1.1 (a) Bacteria✓ (1)

(1)

(1)

2)

(any 2 x 1)

2)



- 3.1.4 Viruses are parasites/ pathogens.✓
Viruses cannot carry out life processes on its own✓
requires a host cell to reproduce✓ and carry out their metabolic functions✓, such as protein synthesis and energy generation.✓
(any 3 x 1) (3)
(8)
- 3.2 3.2.1 There has been a rapid increase in the human population✓ (1)
- 3.2.2 (a) Natural fertiliser✓ / compost/ manure (1)
(b) Biological pest control ✓ (1)
- 3.2.3 (a) Kill the pests which destroy the crops✓ (1)
(b) Increase the nutrient content in the soil✓ (1)
- 3.2.4 Monoculture depletes the nutrients✓ in the soil.
Leads to soil erosion ✓/ soil is easily blown away by wind/ washed away by rain (2)
- 3.2.5 Sewage ✓
Industrial waste✓
Oil spills✓
Dumping waste✓
Mining runoff✓
Agricultural animal waste✓
Urban stormwater pollution✓
(any 3 x 1) (3)
- 3.2.6
- Eutrophication is the process where excess nutrients✓, especially nitrates and phosphates,
 - enter water bodies (like rivers, dams or lakes), usually from fertiliser runoff from agricultural land✓
 - These nutrients cause rapid growth of algae✓ (algal bloom)
 - The thick layer of algae blocks sunlight✓ from reaching aquatic plants, which then die✓
 - As dead plants and algae decompose✓, micro-organisms use up large amounts of oxygen✓ during respiration,
 - leading to oxygen depletion✓ in the water
 - This results in the death of fish and other aquatic organisms✓
(any 5 x 1) (5)
- (15)**
- 3.3 3.3.1
- Decide on type of soil✓
 - Decide on species of plant✓/the type of plant
 - Decide on how to sterilise the soil✓
 - Decide on number of groups✓



- Decide on duration/time period✓
 - Decide on recording tool✓
- (any 2 x 1) (2)

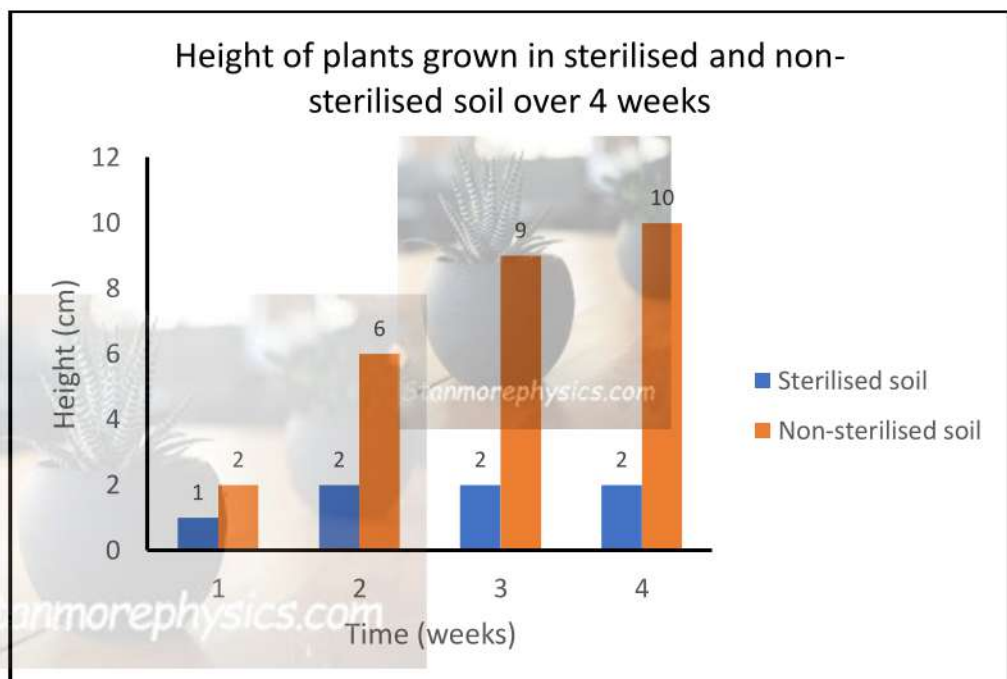
3.3.2 (a) Mycorrhizal associations✓ (1)

(b) Plant growth✓ (1)

3.3.3 Same plant species✓
Same type of soil✓ (any 1 x 1) (1)

3.3.4 % increase = $\frac{(19-10)}{10} \times 100 = 90\%$ (3)

3.3.5



CRITERIA	MARK
Correct type of graph (Double bar)	1
Caption (Both variables)	1
Axes labels (Units)	1
Scale (Both X- and Y-axis)	1
Bars correctly plotted (1 - 5 bars)	1
(6 - 8 bars)	2

3.3.6 Mycorrhizal fungi improves plant growth✓. (6)

3.3.7 (a) Mutualism ✓ (1)



- (b) The hyphae increase the absorptive surface of the plant's roots by aiding in the absorption of water ✓/ phosphorous and other mineral ions from the soil to the roots of plants. The plant is photosynthetic and provides the fungus with carbohydrates✓. (2)
- (18)**

- 3.4 3.4.1 Phylogenetic tree✓ (1)
- 3.4.2 (a) 2 ✓ (1)
- (b) Palm tree and maize bush. ✓ (1)
- (c) They share a more recent common ancestor✓ OR They both have 1 cotyledon in the embryo✓ (1)
- 3.4.3 paleozoic✓ (1)
- 3.4.6 300 ✓ million years ago ✓ (mya) (2)
- 3.4.7 Seeds have a testa✓ for protection✓. Seeds are able to remain dormant✓ for long periods of time✓. Seeds can germinate✓ when favourable conditions return✓. (any 1 x 2) (2)
- (9)**
- [50]**



TOTAL SECTION B: 100

GRAND TOTAL: 150