



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA



DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

LIFE SCIENCES

PAPER 2

SEPTEMBER 2026

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MARKS: 150

TIME: 2 ½ HOURS



PELFSCP2



This question paper consists of 18 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. 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. ALL drawings should be done in pencil and labelled 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 compass where necessary.
11. Write neatly and legibly.



SECTION A

QUESTION 1

- 1.1. Various options are provided as possible answers to the following.
Choose the correct answer and write only the letter (A-D) next to the question number (1.1.1 to 1.1.10) in the ANSWER BOOK, for example 1.1.11. D

1.1.1. Which ONE of the following is produced at the end of translation?

- A A DNA molecule
- B A messenger RNA
- C An amino acid
- D A protein

1.1.2. Which ONE of the following represents the correct order for the evolution of modern humans?

- A Ardipithecus → Australopithecus → Homo
- B Australopithecus → Ardipithecus → Homo
- C Homo → Australopithecus → Ardipithecus
- D Ardipithecus → Homo → Australopithecus

1.1.3. A DNA template strand codes for the amino acid serine with any of the following base triplets:

AGA AGG AGT TCA TCG AGC

One of the anticodon that codes for the amino acid serine is...

- A AGT
- B UGA
- C UCG
- D TCG

- 1.1.4 An extra finger in humans is rare but is due to a dominant allele. When one parent does not have an extra finger and the other parent has an extra finger is homozygous for the trait, what is the chance that their children will have an extra finger?

A 25%
B 0%
C 50%
D 75%

- 1.1.5. The species name to which modern humans belong.

A Australopithecus africanus
B Homo erectus
C Homo sapiens
D Homo habilis

- 1.1.6 The table below shows the results of the F₁ generation after an investigation into the inheritance of eye colour in fruit flies was carried out.

EYE COLOUR	NUMBER OF FLIES
Red	182
White	61

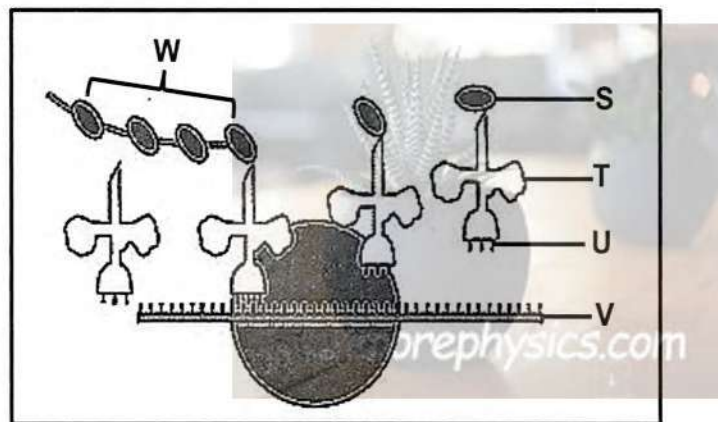
The genotypes of the parents were ...

A RR x Rr.
B Rr x rr.
C Rr x Rr.
D RR x rr.

- 1.1.7. After the discovery of a fossil, scientist classified it as an African ape because it had...

A Large cranium, a prognathous jaw and large canines
B Small cranium, a non-prognathous jaw and large canines
C Small cranium, a prognathous jaw and large canines
D Large cranium, prognathous jaw and small canines

- 1.1.8. The diagram below represents a process that occurs during protein synthesis.



Which ONE of the following is CORRECT?

- A **S** represents an anticodon
- B **W** represents mRNA
- C **T** represents tRNA
- D **U** represents an amino acid

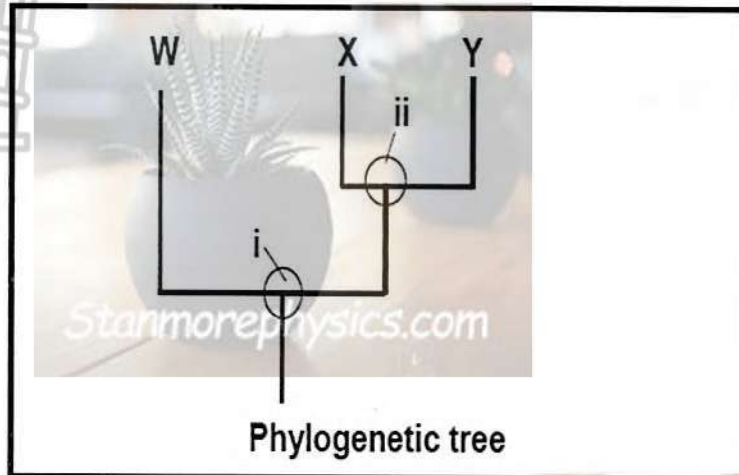


- 1.1.9. Evidence of hominid cultural evolution can be found in the fossil record. This evidence would include the ...

- A position of the attachment of the spine to the head
- B length of the upper limbs compared to the length of the lower limbs.
- C number of teeth present in the skull.
- D presence of stone tools.



- 1.10. The diagram below shows a generalized phylogenetic tree.
The different ancestors in the phylogenetic tree are represented by i and ii.



Which ONE of the following is the most appropriate conclusion that can be made from the phylogenetic tree?

- A ii is a common ancestor of X and Y only.
- B i is a common ancestor of W and X only.
- C W and X are more closely related than X and Y.
- D W and Y are more closely related than X and Y.

(20)

- 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 1.2.6) in your ANSWER BOOK.
- 1.2.1. A sequence of three bases that codes for an amino acid
 - 1.2.2. The bond that links the nitrogenous bases together to maintain the structure of the DNA
 - 1.2.3. The theory that describes evolution as consisting of long periods of little or no change alternating with short periods of rapid change
 - 1.2.4. Type of variation within a population in which there is a range of intermediate phenotypes
 - 1.2.5. The sugar present in RNA
 - 1.2.6. Diagram showing possible evolutionary relationships among organisms based on common ancestry
 - 1.2.7. A group of similar organisms which interbreed successfully with each other to produce fertile offspring.
 - 1.2.8. An analysis of DNA samples to identify individuals or relationships between individuals
 - 1.2.9. A tangled mass of chromosomes located within the nucleus

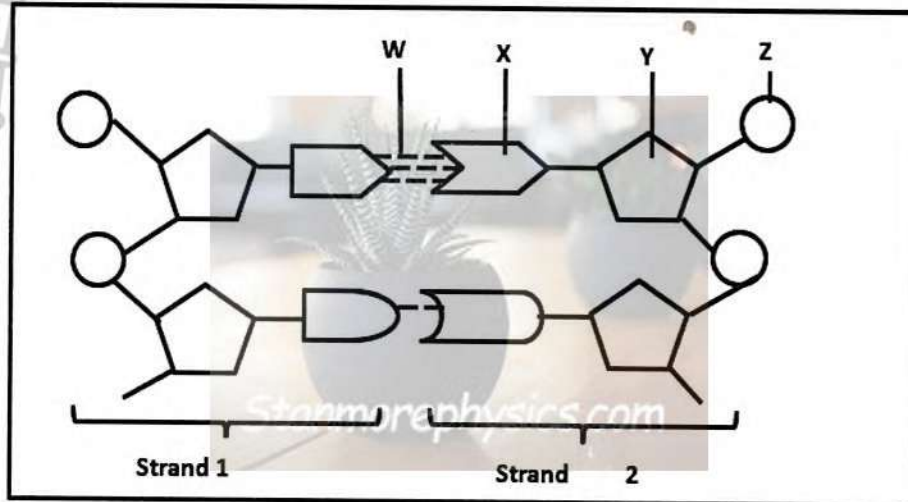
(9)

- 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 number (1.3.1 to 1.3.3) in the ANSWER BOOK

	COLUMN I	COLUMN II
1.3.1.	Jean Baptiste de Lamarck based his theory of Evolution	A: Law of use and disuse B: Law of the inheritance of acquired characteristics.
1.3.2.	Discovered the double helical structure of DNA	A: Francis Crick B: James Watson
1.3.3.	The separation of alleles during gamete formation.	A: Law of segregation B: Law of independent Assortment

(3x2) (6)

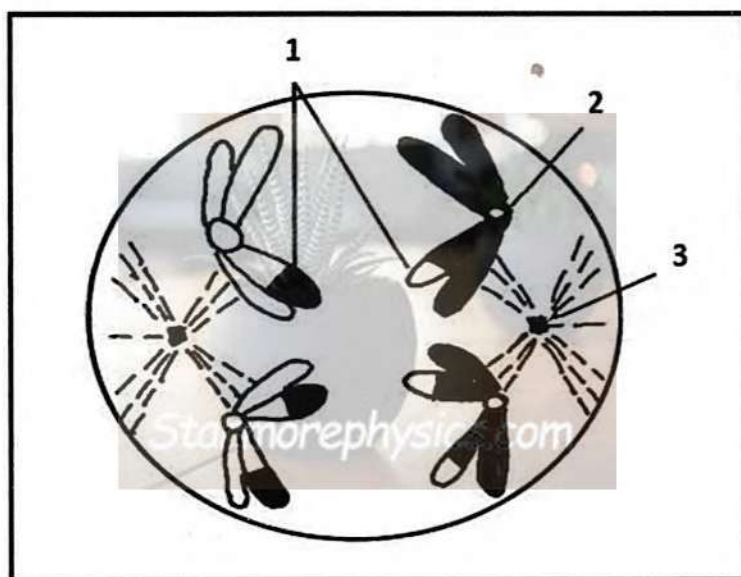
1.4. The diagram below represents part of a DNA molecule.



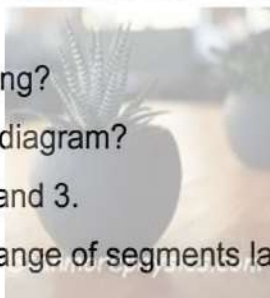
- 1.4.1 Give the collective name of parts X, Y and Z. (1)
- 1.4.2 State the natural shape of the DNA molecule. (1)
- 1.4.3 Name the process whereby DNA makes a copy of itself. (1)
- 1.4.4 Name TWO places in an animal cell where DNA is located. (2)



1.5. Study the Diagram below:



- 1.5.1 What type of cell division is occurring? (1)
- 1.5.2 What stage is shown in the above diagram? (1)
- 1.5.3 Provide labels for parts labelled 2 and 3. (2)
- 1.5.4 What process resulted in the exchange of segments labelled 1? (1)
- (5)



1.6

In humans, hair on fingers (D) and a widow's peak (H) are dominant over no hair on fingers (d) and a continuous hairline (h).

A man and a woman, both heterozygous for the two characteristics, plan on having a child.

The table below shows the possible genotypes of the offspring.

Gametes	DH	Dh	dH	dh
DH	DDHH	DDHh	DdHH	DdHh
Dh	DDHh	DDhh	DdHh	Ddhh
dH	DdHH	DdHh	ddHH	Q
dh	DdHh	Ddhh	ddHh	ddhh

1.6.1 State the genotype at **Q**.

(1)

1.6.2 Give the:

(a) Genotype of the mother

(2)

(b) Number of genotypes that could result in offspring with hair on fingers and a continuous hairline.

(1)

(c) Allele for a continuous hairline.

(1)

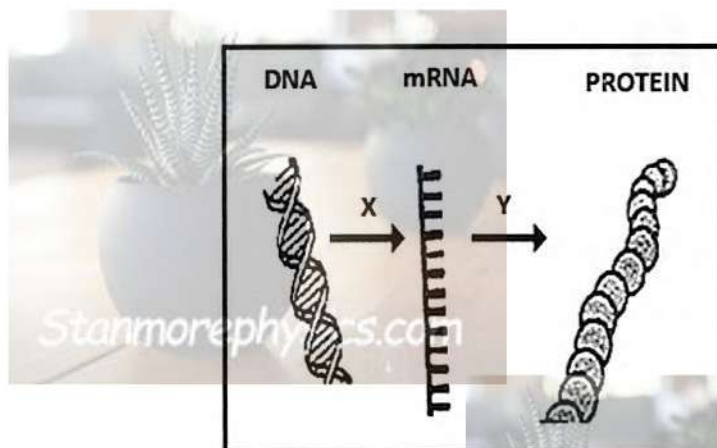
(5)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

- 2.1. The diagram below represents two processes that occur during protein synthesis.



- 2.1.1 Where in the cell does EACH of the following processes occur?

(a) X

(1)

(b) Y

(1)

- 2.1.2. State ONE difference between the types of nitrogenous bases found in DNA and RNA.

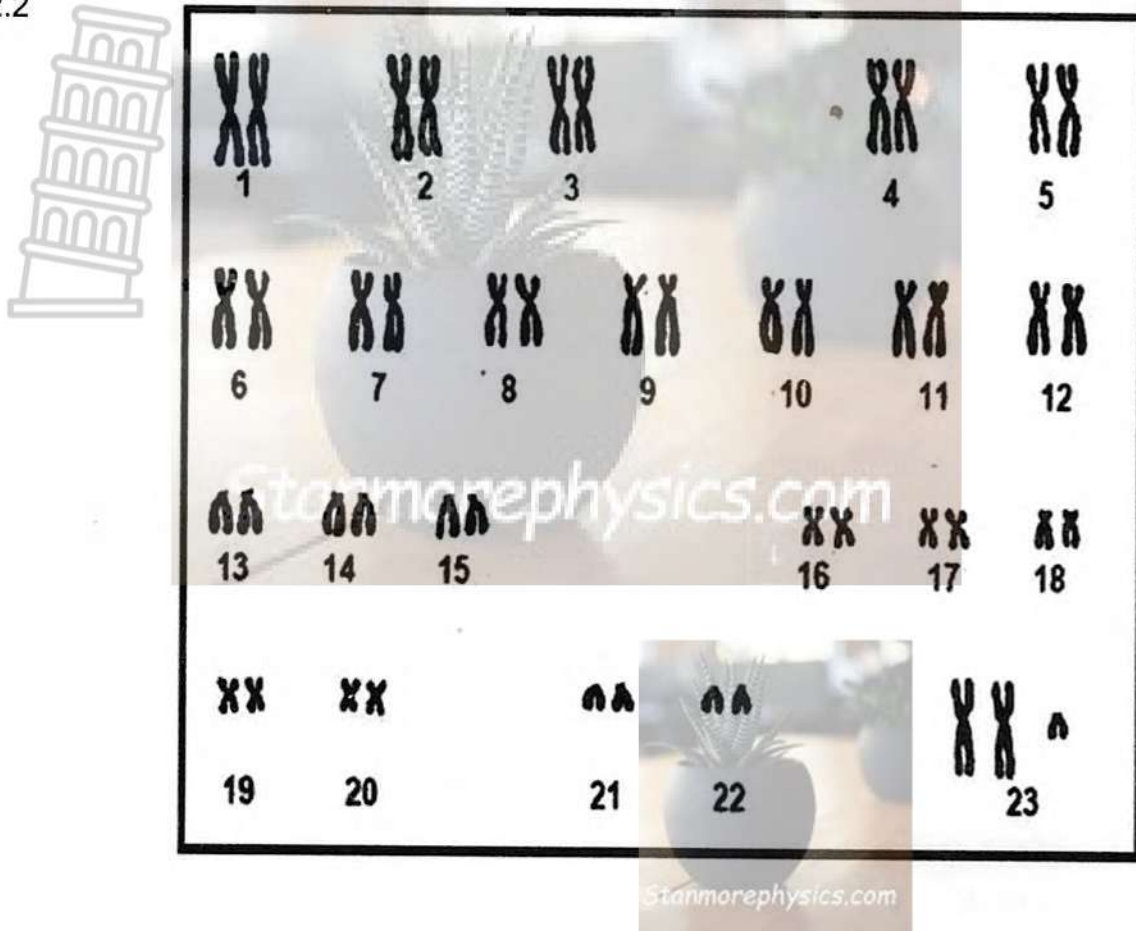
(2)

- 2.1.3. Name and describe process X.

(6)

(10)

2.2



- 2.2.1. What collective name is given to the pairs of chromosomes 1 to 22? (1)
- 2.2.2. Write down the NUMBER only of the set of chromosomes indicating an abnormality. (1)
- 2.2.3. Explain how the abnormality referred to in Question 2.2.2 would have occurred through meiosis. (4)
- 2.2.4. State the origin of homologous pair of chromosomes. (1)

(7)

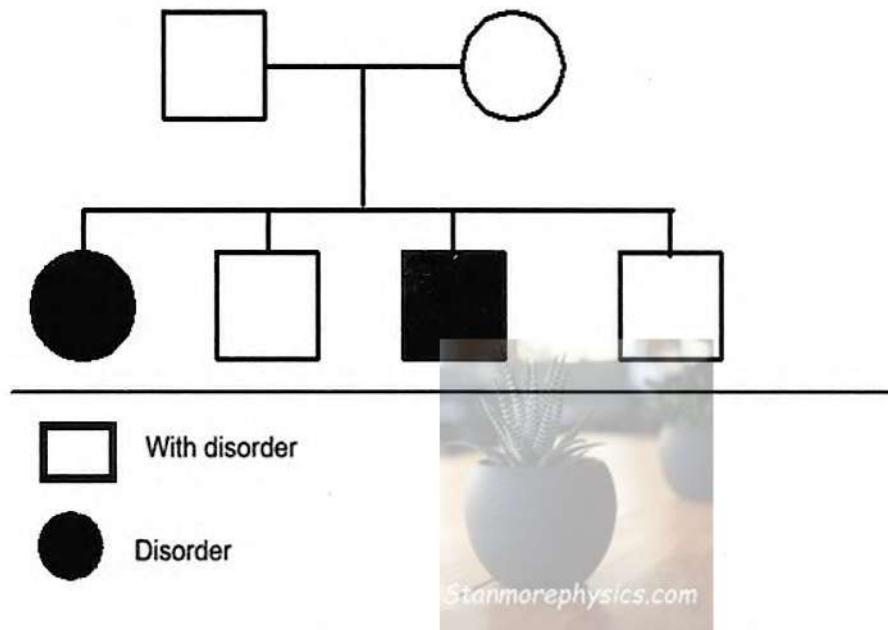
2.3

- 2.3.1 Describe the structure and arrangement of chromosomes in Meiosis I, focusing on Prophase I. (6)

(6)

2.4

The pedigree diagram below illustrates the inheritance pattern of a genetic disorder controlled by a recessive allele. The dominant allele is represented by Q and the recessive allele by q .



- 2.4.1 Explain why both parents must be heterozygous for the disorder. (2)
- 2.4.2. Give the possible genotype(s) of the children that are not affected by the disorder. (2)
- 2.4.3. Use the pedigree diagram to give proof that the disorder is not sex-linked. (3)
- (7)

2.5

- 2.5.1 Use a genetic cross to show how gender in human offspring is determined by the sex chromosomes of the parents. (6)

2.6 Researchers have discovered that members of a particular community living near the coast have unusually high resistance to lung infections. This resistance may be linked to a genetic variation that improves immune system function. Thirty individuals were tested for lung capacity and DNA samples were collected. Twelve of them showed exceptional resistance to infections, especially in the lungs and throat.

- 2.6.1 From the extract, identify TWO areas of the body where resistance to infections was mainly observed. (2)
- 2.6.2 Describe genetic variation (1)
- 2.6.3 Explain why it was necessary for the researchers to collect DNA samples. (2)
- 2.6.4 Based on the information provided above, state the effect of genetic variation. (2)
- 2.6.5 Calculate the percentage of individuals who did not show exceptional resistance to infections. Show ALL your workings (2)

(9)

2.7 Study the table below showing the different blood group phenotypes

Phenotype: Blood group
A
B
AB
O

- 2.7.1 Which blood group results when both Alleles I^A and I^B are present together? (1)
- 2.7.2 What is the genotype of a person with blood group O? (1)
- 2.7.3 (a) Which blood group shows codominance of alleles. (1)
- (b) Explain why this blood group demonstrates codominance. (2)

(5)

[50]

QUESTION 3

- 3.1 Some apple trees produce sweet fruit while others produce sour fruit. A scientist wanted to clone a sweet-fruit male apple tree to meet the demand for apples with a sweeter taste.

The scientist used the following procedure:

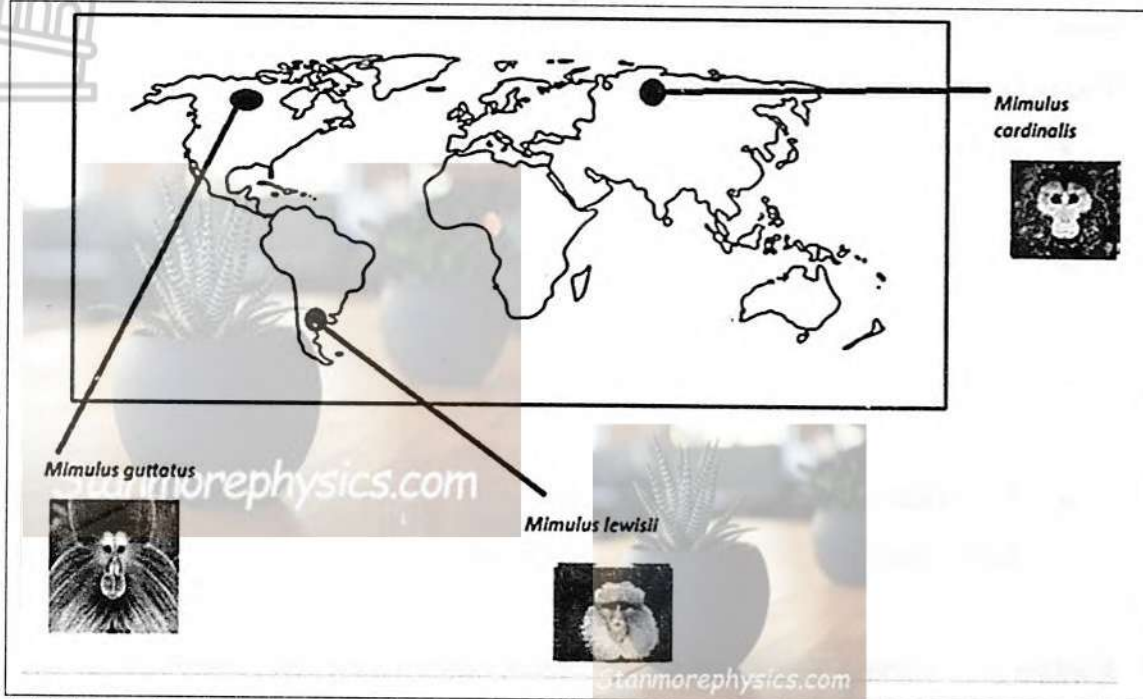
- The nucleus of a somatic cell was taken from the sweet-fruit male apple tree (tree S).
- An unfertilised ovum (egg cell equivalent in plants) was removed from a sour-fruit female apple tree (tree T).
- The nucleus from the somatic cell of tree S was placed into the ovum taken from tree T.
- This ovum was then placed into the uterus-like environment of a surrogate apple tree (tree R), where it could develop.

- 3.1.1 Explain why a somatic cell and NOT a pollen (sperm) cell from tree S would provide the nucleus for the procedure (3)
- 3.1.2 Before inserting the nucleus from the somatic cell of tree S, the nucleus from the ovum of tree T was removed. Explain the significance of this procedure. (2)
- 3.1.3 To which of the three trees (S, T or R) will the cloned offspring be genetically identical? (1)
- 3.1.4 State TWO benefits of cloning plants. (2)

(8)

3.2

The present-day distribution of three closely related species of monkey flowers *Mimulus guttatus*, *Mimulus lewisii*, and *Mimulus cardinalis* can be mapped across different regions of the world, ranging from mountain habitats to coastal sea-level areas.



- 3.2.1 (a) State what is meant by a biological population. (2)
- (b) Explain how this concept applies to the three *Mimulus* species shown on the map. (2)
- (c) Name any THREE reproductive isolation mechanisms that would have prevented the *Mimulus* species from interbreeding if they were in the same habitat. (3)
- 3.2.2 Using the distribution and flower differences of *Mimulus guttatus*, *Mimulus lewisii*, and *Mimulus cardinalis*, explain how these species could have evolved from a common ancestor (7)
- 3.2.3 What type of evidence for evolution is presented here? (1)

(15)

- 3.3 Study the data below which shows the proportion of female *Anopheles* mosquitoes in a region in SA that were resistant to the insecticide, DDT. In 2005 there was a maximum number of resistant mosquitoes.

Year	2001	2002	2003	2004	2005
Resistant mosquitoes	5%	20%	50%	80%	Total resistance
Death from malaria	50	200	500	800	1000

- 3.3.1 State the

(a) Independent variable

(1)

(b) Dependent variable

(1)

- 3.3.2 Initially only 5% of the mosquitoes had genetic resistance to insecticide. Explain how the number of mosquitoes resistant to insecticide increased annually. Use the theory of natural selection to explain this.

(4)

- 3.3.3 Name an insecticide that may be used to kill the mosquitoes.

(1)

- 3.3.4 Draw a bar graph to show the trend in the death rate from malaria in the first three years of spraying the insecticide.

(6)

- 3.3.5 State two overall conclusions that can be made from the table above.

(2)

(15)

- 3.4 Scientists studying human evolution discovered that genetic evidence from mitochondrial DNA shows the greatest diversity among population in Africa. Fossil records indicate the anatomically Modern human first appeared in Africa about 200.000 years ago before spreading to other continents.

- 3.4.1 State "Out-of-Africa" hypothesis.

(2)

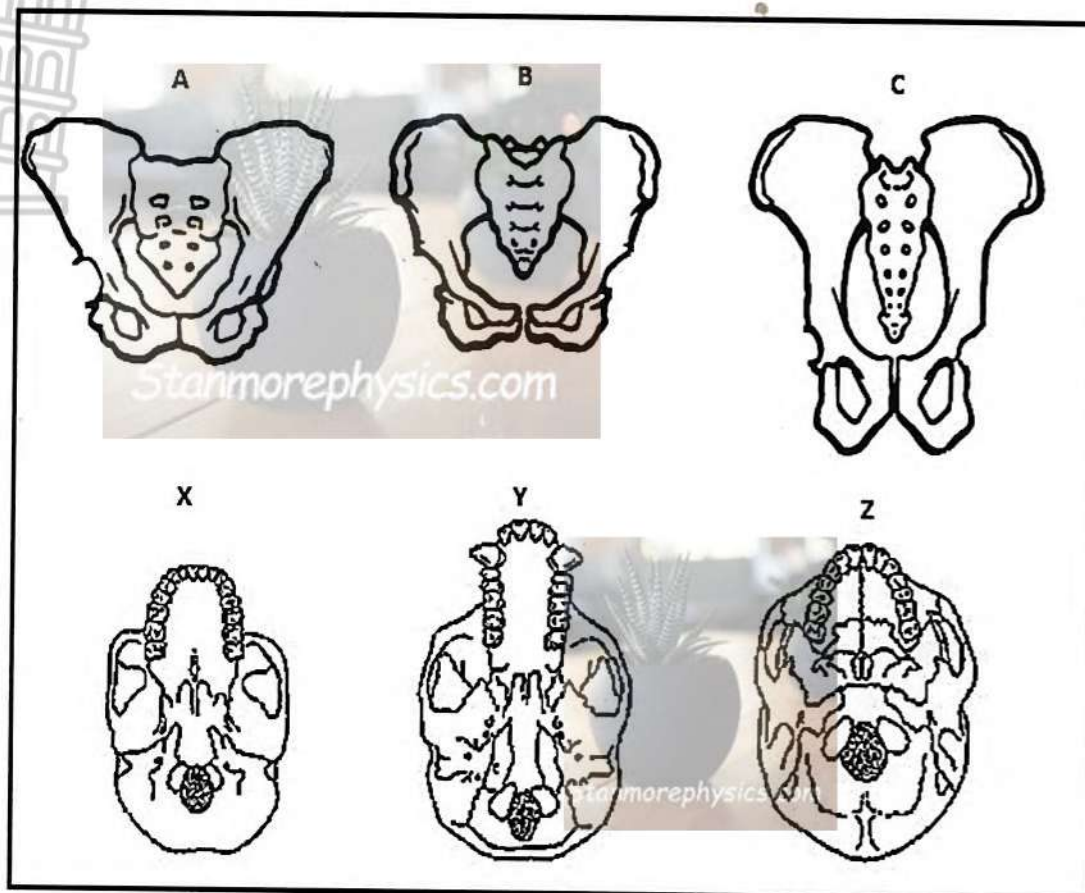
- 3.4.2 Name two evidence that supports the idea that Modern humans originated in Africa.

(2)

(4)

3.5

The diagram below represents the pelvic structure and the ventral view of the skulls of three organisms. The diagrams are drawn to scale.



3.5.1 Write down the LETTER(S) of the diagram(s) that represent the:

(a) Skulls of bipedal organisms

(2)

(b) Pelvic structure of a quadrupedal organism

(1)

3.5.2 Give a reason for your answer to QUESTION 3.5.1(b).

(2)

3.5.3 Tabulate ONE other structural difference between a bipedal and a quadrupedal organism.

(3)

(8)

TOTAL SECTION B: 100

GRAND TOTAL: 150



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GRADE 12

LIFE SCIENCES

PAPER 2

September 2026

MARKING GUIDELINES

MARKS: 150

This MARKING GUIDELINES consists of 10 pages

PRINCIPLES RELATED TO MARKING LIFE SCIENCES

1. **If more information than marks allocated is given**
Stop marking when maximum marks is 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 becomes 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**

Memorandum will allocate marks for units separately, except where it is already given in the question.

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

17. **Caption**

Credit will be given for captions to all illustrations (diagrams, graphs, tables, etc.) except where it is already given in the question.

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 A✓✓
 1.1.3 C✓✓
 1.1.4 B✓✓
 1.1.5 C✓✓
 1.1.6 D✓✓
 1.1.7 C✓✓
 1.1.8 C✓✓
 1.1.9 D✓✓
 1.1.10 A✓✓

(10x2) (20)

1.2

- 1.2.1 Codon ✓
 1.2.2 Hydrogen ✓ bond
 1.2.3 Punctuated equilibrium ✓
 1.2.4 Continuous ✓ variation
 1.2.5 Ribose ✓
 1.2.6 Phylogenetic tree ✓
 1.2.7 Species ✓
 1.2.8 DNA Profiling ✓
 1.2.9 Chromatin network ✓

(9 x1) (9)

1.3

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

(3 x 2) (6)

1.4

- 1.4.1 Nucleotide ✓
 1.4.2 Double helix ✓
 1.4.3 Replication ✓
 1.4.4 - Nucleus ✓
 - Mitochondria ✓

(1)
 (1)
 (1)
 (2)

1.5

- 1.5.1 Meiosis ✓
 1.5.2 Anaphase I ✓
 1.5.3 2 – centromere ✓
 3 – centriole ✓
 1.5.4 crossing over ✓

(5)
 (1)
 (1)
 (2)
 (1)
 (5)

1.6

- 1.6.1 ddHh ✓
 1.6.2 (a) DdHh ✓✓
 (b) 3 ✓
 (c) h ✓

(1)
 (2)
 (1)
 (1)
 (5)

TOTAL SECTION A: (50)

SECTION B

QUESTION 2

2.1

- 2.1.1 (a) Nucleus✓/nucleoplasm (1)
(b) Ribosome✓/cytoplasm (1)
2.1.2 DNA contains thymine✓/T whereas RNA contains uracil✓/U (2)

2.1.3 Transcription✓* (6)

- The double helix (DNA) molecule 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 the DNA✓/ A-U, G-C
- mRNA now has the coded message for protein synthesis✓

***1 compulsory mark + Any 5**

(10)

2.2

2.2.1 Autosomes (1)

2.2.2 23 (1)

- 2.2.3 - During anaphase I or II ✓ (4)
- Chromosome 23 failed to separate (nondisjunction) ✓
- Some gametes contained two copies of chromosome 23 ✓
- Fertilisation with a normal gamete occurred ✓
- Resulted in a zygote with three copies of chromosome 23 ✓

(Any 4)

2.2.4 - They are homologous, (1)
one chromosome is maternal and the other paternal ✓

(7)

2.3 2.3.1

Prophase 1

- Each chromosome shortens and becomes visible ✓
- as two chromatids ✓ joined by a centromere
- Homologous chromosomes come lie next to each other ✓
- Chromatids from each homologous chromosome overlap / crossing over occurs ✓
- at the chiasma/chiasmata ✓



- and genetic material is exchanged ✓

(6)

2.4

2.4.1

Both parents must be heterozygous (Qq) because they do not have the disorder yet have children with the disorder ✓. Only heterozygous parents can pass on the recessive allele q to produce offspring with the genotype qq. ✓ (2)

2.4.2

- QQ ✓
- Qq ✓

(2)

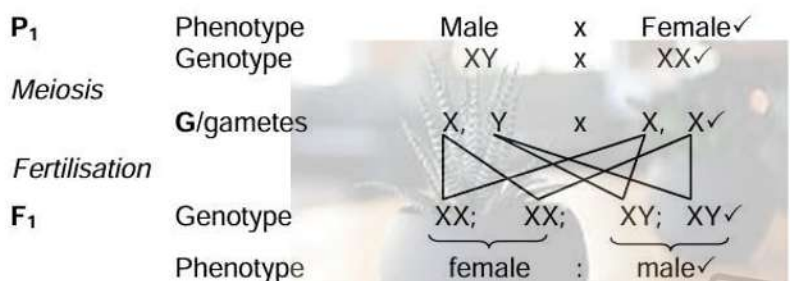
2.4.3

- Both males and females have the disorder in the pedigree ✓. (3)
- The father and mother do not have the disorder but produce both affected sons and daughter that have disorder ✓.
- If the disorder were sex-linked, it would typically show a bias toward one sex (often males in X-linked traits), but here both sexes are equally affected ✓.



(7)

2.5 2.5.1



P₁ and F₁ ✓
 Meiosis and fertilisation ✓

OR

P₁	Phenotype	Male	x	Female✓									
	Genotype	XY	x	XX✓									
<i>Meiosis</i>													
<i>Fertilisation</i>													
<table><tr><td>Gametes</td><td>X</td><td>Y</td></tr><tr><td>X</td><td>XX</td><td>XY</td></tr><tr><td>X</td><td>XX</td><td>XY</td></tr></table>					Gametes	X	Y	X	XX	XY	X	XX	XY
Gametes	X	Y											
X	XX	XY											
X	XX	XY											
1 mark for correct gametes													
1 mark for correct genotypes													

F₁ Phenotype female: male ✓
 P₁ and F₁ ✓
 Meiosis and fertilisation ✓

Any (6)

2.6

2.6.1 lungs ✓ and throat ✓

(2)

2.6.2 A genetic variation is a change or difference in the DNA sequence of a gene ✓.

(1)

2.6.3 Researchers collected DNA samples to identify whether the resistance to infections was linked to a specific genetic factor ✓✓.

(2)

2.6.4 The effect of this genetic variation ✓ increased resistance to lung and throat infections ✓.

(2)

2.6.5 $30 - 12 = 18$

(2)

$$\frac{18}{30} \times 100 \checkmark = 60\% \checkmark$$

(9)

2.7

2.7.1 Blood group AB ✓

(1)

2.7.2 Genotype: ii ✓

(1)

2.7.3 (a) Blood group AB ✓

(1)

(b) Because both ✓ alleles and are expressed equally in the phenotype ✓

(2)

(5)

[50]

QUESTION 3

3.1.

3.1.1 - A somatic cell contains the full set of chromosomes (diploid) ✓, representing the complete genetic makeup of tree S.

(3)

- A pollen cell only carries half the genetic material (haploid) ✓, which would need fertilisation to restore the full set.

- Using a somatic cell ensures the cloned apple tree will be genetically identical to tree S ✓.

3.1.2 - The ovum nucleus contains the genetic material of tree T ✓.

(2)

- Removing it prevents tree T's DNA from mixing with tree S's DNA, ensuring the offspring's genetic information comes only from tree S ✓.

3.1.3 The cloned offspring will be genetically identical to tree S ✓

(1)

3.1.4 - Allows the production of plants with desirable traits ✓ (e.g., sweeter fruit, disease resistance).

(2)

- Enables the rapid multiplication of elite or rare plants ✓, preserving valuable genetics.

(8)

3.2

3.2.1 (a) A biological population is a group of organisms of the same species✓ (2)

living in a specific area at the same time✓.

(b) Each *Mimulus* species forms its own biological population ✓ (2)

- Individuals of the same species live in the same geographical area✓ and can interbreed to produce fertile offspring✓

- The three species occur in different regions, so they are separate populations with no gene flow between them✓

(c) - Species-specific courtship behavior✓ (3)

-Infertile offspring✓

-Prevention of fertilisation✓

3.2.2 - Population of *Mimulus*✓ become separated by a **sea and mountain***✓

- then the population splits into two.

- There is no gene flow✓ between *Mimulus* populations.

- Since each population was exposed to different environmental conditions✓/the selection pressure may be different

- natural selection occurs independently in each of the populations✓

- such that *Mimulus* populations become very different from each other genotypically and phenotypically✓.- Even if the *Mimulus* populations were to mix again✓

- they will not be able to interbreed✓.

- The *Mimulus* populations are now different species✓. (7)**1 compulsory marks + Any 6**

3.2.3 Biogeographical ✓

(1)

(15)

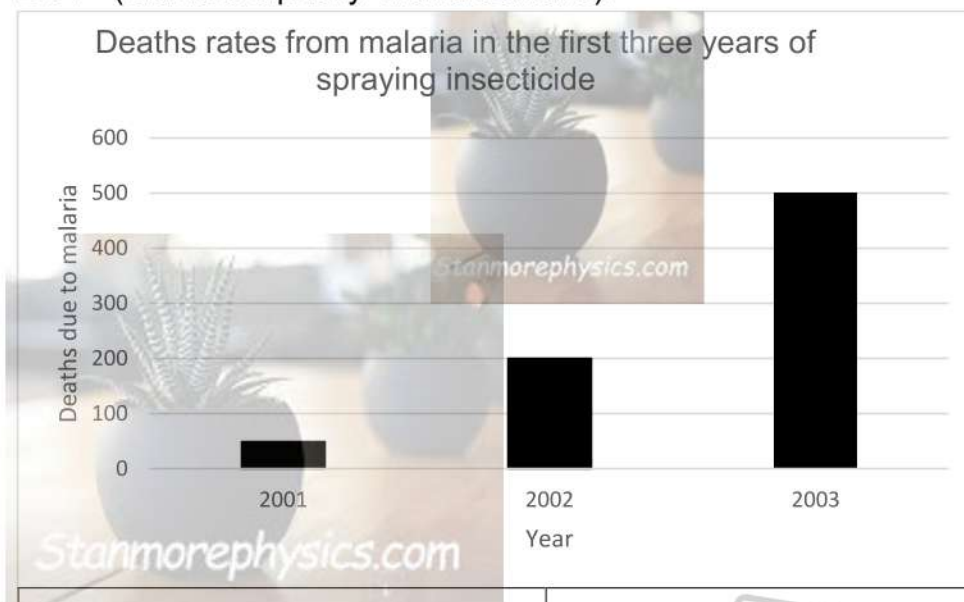


- 3.3 3.3.1 (a) Year (1)
 (b) Death of Malaria (1)

- 3.3.2
- There is variation among population of mosquitoes✓
 - Some were resistant to DDT, while others are not✓
 - When mosquitoes were exposed to DDT✓
 - Mosquitoes that were resistant to DDT survived✓, while mosquitoes that were not resistant to DDT died✓
 - Mosquitoes that survived, reproduced✓ and passed the allele for resistance to their offspring✓
 - The next generation of mosquitoes will have a higher proportion of mosquitoes that are resistant to DDT✓ (4)

- 3.3.3 DDT✓ (Dichloro-diphenyl-trichloroethane). (1)

3.3.4



Correct type of graph (C)	1	(6)
Title of the graph(T)	1	
Correct label (X and Y) with units (L)	1	
Appropriate scale for axes(S)	1	
Drawing of bars/ plotting (P)	1: 1-2 bars plotted correctly 2: All 3 bars plotted correctly	



- 3.3.5 The proportion of mosquitoes resistant to DDT increased each year until total resistance in 2005. ✓✓ (2)

OR

As resistance increased, the number of malaria deaths also rose steadily. ✓✓

(15)

3.4

- 3.4.1 Modern humans originated in Africa and then migrated to other continents ✓✓ (2)

- 3.4.2 Genetics ✓ Evidence (2)

Fossils ✓ Evidence

(4)

3.5

- 3.5.1 (a) X ✓ and Z ✓ (2)

- (b) C ✓ (1)

- 3.5.2 - The pelvis is long ✓ (2)

- and narrow ✓

3.5.3

Bipedal	Quadrupedal
Spine is S-shaped ✓	Spine is C-shaped ✓
Foramen magnum is in a more forward position ✓	Foramen magnum is in a backward position ✓

One mark for the Table ✓ TWO marks for correct comparison

(8)

[50]

TOTAL SECTION B: 100

GRAND TOTAL: 150

