

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary School Certificate Examination, 2025**  
**SUBJECT NAME PHYSICAL ACTIVITY TRAINER (Q.P. CODE 105).**

**General Instructions: -**

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	<b>"Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its' leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc. may invite action under various rules of the Board and IPC."</b>
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b>
4	The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark( √ ) wherever answer is correct. For wrong answer CROSS 'X' be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>"Extra Question"</b> .

10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks 50 (Fifty) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>• Leaving answer or part thereof unassessed in an answer book.</li> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (XII) and awarded zero (0) Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the " <b>Guidelines for Spot Evaluation</b> " before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

**Marking Scheme**  
**Physical Activity Trainer (Code No.418)**  
**Class – X- (2024-25)**

**General Instructions: -**

1. The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.
2. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".
3. If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.

<b>Section-A (Objective type questions)</b>		
<b>1.</b>	<b>Answer any 04 out of the given 06 questions on employability skills</b>	
(I)	(B) Notice and Poster	1
(II)	(B) Shouting on children	1
(III)	(B) Command keys	1
(IV)	(A) Create text files	1
(V)	(C.) Enter-Survive-Grow	1
(VI)	(A) Statement I and II are correct	1
<b>2.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(A) Physical activity facilitator	1
(II)	(C.) Discussion on methods to improve learning in education.	1
(III)	(A) Assessment	1
(IV)	(A) Play	1
(V)	(B) Saucer cone	1
(VI)	(B) Medicine ball	1
<b>3.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(A) Periodic fitness workshop	1
(II)	(A) Closure	1
(III)	(C.) Flexibility	1
(IV)	(B) Sports	1
(V)	(C.) Encourage creativity	1
(VI)	(D) Target practice	1
<b>4.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(B) Activities which require less supervision	1
(II)	(A) Rehabilitation exercise	1
(III)	(A) Action	1
(IV)	(B) Co-ordination	1
(V)	(A) 1,2 and 3	1
(VI)	(C.) Physical activity facilitator	1
<b>5.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(A) Service programme	1
(II)	(A) Formative evaluation	1
(III)	(B) Games	1
(IV)	(B) Have fun	1
(V)	(A) Monthly or weekly	1
(VI)	(B) Inventory management	1
<b>Section-B (Subjective type questions)</b>		
	<b>Answer any 03 out of the given 05 questions on employability skills</b>	
<b>6.</b>	<b>Ways to Overcome Barriers to Effective Communication</b> <ul style="list-style-type: none"> <li>• Use simple language</li> <li>• Do not form assumptions on culture, religion or geography</li> <li>• Try to communicate in person as much as possible</li> <li>• Use visuals</li> <li>• Take help of a translator to overcome differences in language</li> <li>• Be respectful of other's opinions</li> </ul>	1+1=2

7.	<b>Tips for Practicing the Four Steps for Effective Time Management (Any four)</b> <ul style="list-style-type: none"> <li>• Avoid delay or postponing any planned activity</li> <li>• Organise your room and school desk</li> <li>• Develop a 'NO DISTURBANCE ZONE', where you can sit and complete important tasks</li> <li>• Use waiting time productively</li> <li>• Prepare a 'To-do' list</li> <li>• Prioritise</li> <li>• Replace useless activities with productive activities</li> </ul>	1/2x4=2
8.	<b>Basic Tips for Taking Care of your computer. (Any two)</b> <b>(i) Keyboard:</b> we should not eat anything over a keyboard. Crumbs can damage the internal parts of a keyboard. You can clean a keyboard with a soft brush to remove crumbs and dust particles. <b>(ii) Screen:</b> You can wipe the screen with a soft cloth to remove any finger marks. <b>(iii) Be careful with food and drinks:</b> Avoid eating and keeping glasses of water or cups of coffee near a computer. Any liquid spilt over an electronic device can spoil it beyond repair. <b>(iv) Handle devices carefully:</b> Handle and move your laptop carefully and avoid dropping or banging it against a hard surface. Even a short fall can damage the screen or the hard disk and make the device useless. Using a cover for your mobile and a padded case for moving your laptop protects the device from damage. <b>(v) Keep the computer cool:</b> If a computer, laptop or mobile device gets overheated, the internal parts can be damaged. The CPU has an internal fan to keep it cool. We should make sure the fan is functioning. You can also use an external fan. Avoid leaving a device in the sun or in a closed car. We should be careful when using a laptop while sitting in bed and make sure that the fan is not covered. <b>(vi) Do not overcharge your battery:</b> Sometimes we keep a device plugged in for charging even after it is fully charged. If we leave the device plugged in for a long time, it can overheat the battery. This reduces the battery life. Always unplug the device once it is charged 100%. <b>(vii) Always plug in devices carefully:</b> Any device being connected to a laptop or computer such as a USB drive or headphones, should be done gently. It should not be forced into the port. If you find it difficult to plug in a device, change the direction and try instead of trying to force it in. <b>(viii) Do not run too many programs at a time:</b> When too many programs are running at the same time, the computer can become slow and even crash. If a program/app is not being used, it should be closed so that other programs can work smoothly.	1+1=2
9.	<b>Functions of entrepreneur: (Any two)</b> <b>MAKING DECISIONS:</b> An entrepreneur makes decisions every day. This includes what to produce or sell, how much and where to sell. <b>MANAGING THE BUSINESS:</b> An entrepreneur plans the future of his or her business. He/she arranges for raw material, hires people for work and tells everyone what to do. They also check if the plan is being followed. <b>DIVIDE INCOME:</b> The entrepreneur divides the business money to many groups. He/she spends money to buy material, pays rent of the building and salaries to people. <b>TAKING RISK:</b> Risk is the chance of something going wrong. An entrepreneur takes risks against fires, lost items and theft.	1+1=2

	<b>CREATE A NEW METHOD, IDEA OR PRODUCT:</b> An entrepreneur is always trying new things. He/she does this to increase their importance and income.	
10.	<b>Clean Water and Sanitation</b> We must make efforts to make India free of open defecation by building toilets and creating awareness towards Industrial sanitation. Pollution polluting our water resources, which in near future will cause scarcity of clean drinking and usable water. We must take measurable steps by promoting awareness to keep water sources clean.	2
	<b>Answer any 04 out of the given 06 questions</b>	
11.	<b>Tasks before the Assembly</b> Allocate the places (where to stand during the Assembly) to all the classes well in advance. Students should enter and exit the Assembly area without the need of any guidance or supervision. This can be done during one of the PE classes. <ul style="list-style-type: none"> <li>• Create an Agenda for the Assembly and get an approval from the Principal. The Agenda could be Time Task 7:45 am Assemble, 7:45 am Start the Morning Prayer, 7:48 am Principal address the assembly, 7:53am Daily News update, 7:55am Theme Based Activity, 8:00am National Anthem Disperse.</li> <li>• Choose a theme for the assembly and get an approval from the Principal, if necessary. It could be on health and fitness, environment, famous personalities, etc.</li> <li>• Identify students who can conduct the assembly on the chosen theme. It can be delivered through speech, skit, role plays, etc.</li> <li>• Once students are identified, practise at least for a week. It is always good to involve class teachers.</li> </ul>	2
12.	<b>Balance:-</b> It is the ability to maintain equilibrium either in stationary or in a moving position. We naturally think of gymnasts balancing on their hands or on a beam. In everyday life, several examples of balance can be seen when we shift our weight from one body part to the other. The simplest example is walking or climbing stairs.	2
13.	<b>Structured Play:-</b> When the play is planned, conducted step by step in a particular way, it becomes a structured play. <b>Unstructured Play:-</b> When it is conducted or performed impromptu, without any plan or steps to be followed, it is considered as an unstructured play. Both structured and unstructured play, though, requires adult supervision in order to eliminate any injuries, especially working with early years' children.	1+1=2
14.	<b>Skill related fitness-</b> The skill related fitness are based upon the neuromuscular system and determine how successfully a person can perform a specific skill. Both health and skill related fitness are required in all activities. For example, a person playing tennis needs to possess the necessary speed, endurance and strength which are fitness parameters as well as hand-eye-coordination and foot movements needed to strike the ball successfully which are skill parameters.	1+1=2
15.	<b>Four equipment used for throwing and catching activities:</b> <ul style="list-style-type: none"> <li>• Bean bags scarf</li> <li>• Bean bag</li> <li>• Frog bean bag</li> <li>• Plastic bag</li> <li>• Soft ball</li> <li>• Sponge ring</li> <li>• Tennis ball</li> </ul>	1/2x4=2
16.	<b>Inventory Management:-</b> Inventory refers to goods, materials stocked with the purpose of using it in the future or in a systematic manner. The word 'inventory'	2

	is generally associated with production business wherein the raw materials are produced, stored and released to the market for sales and consumption. Large scale business units use huge warehouses to store their goods and raw materials.																								
	<b>Answer any 03 out of the given 05 questions</b>																								
17.	<p align="center"><b>PARENT FEEDBACK SHEET</b></p> <p>Name of the Student: _____ Class &amp; Section: _____  Parent's Name: _____ School: _____</p> <table border="1"> <tr> <td>Was the meeting helpful in understanding more about your child's health and fitness?</td> <td>Yes / No</td> </tr> <tr> <td>Do you feel the need of such sessions in regular basis?</td> <td>Yes / No</td> </tr> <tr> <td>Do you feel your child has become more physically active after going through Physical Activity classes in school?</td> <td>Yes / No</td> </tr> <tr> <td>Does he/she prefer to play more outdoor games now?</td> <td>Yes / No</td> </tr> <tr> <td>Would you encourage your child to play/ participate in tournament/ special coaching?</td> <td>Yes / No</td> </tr> <tr> <td>Did this meeting bring in any new learning that could directly benefit you and your child? If yes, please list down the personal take-away of this day. Please feel free to write your personal comment/ suggestions.</td> <td>Yes / No</td> </tr> <tr> <td colspan="2"> Suggestions by parents (At the time of PTM Meeting):--  _____  _____  _____  _____  _____  _____ </td> </tr> <tr> <td>What do you think about this meeting?</td> <td> <table border="1"> <tr> <td>Excellent</td> <td>Good</td> <td>Satisfactory</td> <td>Fair</td> </tr> </table> </td> </tr> </table>				Was the meeting helpful in understanding more about your child's health and fitness?	Yes / No	Do you feel the need of such sessions in regular basis?	Yes / No	Do you feel your child has become more physically active after going through Physical Activity classes in school?	Yes / No	Does he/she prefer to play more outdoor games now?	Yes / No	Would you encourage your child to play/ participate in tournament/ special coaching?	Yes / No	Did this meeting bring in any new learning that could directly benefit you and your child? If yes, please list down the personal take-away of this day. Please feel free to write your personal comment/ suggestions.	Yes / No	Suggestions by parents (At the time of PTM Meeting):-- _____ _____ _____ _____ _____ _____		What do you think about this meeting?	<table border="1"> <tr> <td>Excellent</td> <td>Good</td> <td>Satisfactory</td> <td>Fair</td> </tr> </table>	Excellent	Good	Satisfactory	Fair	4
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18.	<p><b>Importance of assessment in the field of sports:-</b></p> <p><b>Identify areas of Strength and improvement-</b> The major use of testing is to mark strengths and the areas that need attention.</p> <p><b>Monitor learning and fine tune teaching-</b> Measurements will show which teaching engagements have worked and which need to be tweaked/ fine-tuned. Example if upper body strength is low then lessons which focus on that need to be repeated.</p> <p><b>Talent identification-</b> A general testing battery can provide an idea of student's basic strengths. This can be used as an objective method to motivate children to play competitively. Of course, the student inclination and choice of sport needs to be given priority.</p> <p><b>Motivating performance-</b> Students and teachers encounter the following questions as a result of measurements.</p> <p>Students</p> <ul style="list-style-type: none"> <li>• Now that I know how I'm doing, what is my next goal?</li> </ul>				4																				



	<ul style="list-style-type: none"> <li>• Can I take charge of my learning, who can help me do better?</li> </ul> <p>Teacher</p> <ul style="list-style-type: none"> <li>• What is working for the students?</li> <li>• What can I do to help the students more?</li> <li>• In what direction should I go next?</li> </ul>	
19.	<p>Health related fitness can be assessed by measuring the following abilities/capacities- (explain any two)</p> <ul style="list-style-type: none"> <li>• <b>Aerobic Capacity:</b> Aerobic capacity is the maximum amount of oxygen your body can use during physical activity.</li> <li>• <b>Anaerobic capacity:</b> Anaerobic capacity is the maximum amount of energy a body can produce without oxygen during short, intense exercise.</li> <li>• <b>Strength:</b> The ability of a muscle to overcome resistance.</li> <li>• <b>Flexibility:</b> The ability to move your joints through a range of motion.</li> <li>• <b>Body composition:</b> The proportion of fat and lean tissue in your body.</li> </ul>	2+2=4
20.	<p><b>Points to be considered while preparing lesson plan:-</b></p> <p><b>Aim:</b> To help children design their own game and be creative using all the age-appropriate props.</p> <p><b>Infrastructure Required:</b> Playground/ Indoors</p> <p><b>Props &amp; Equipment Required:</b> All props, training arch, hula hoops, flexi pole, parachute, bean bag scarf, warm-up music</p> <p><b>Class Size:</b> Large class size of 40-50</p> <p><b>Warm up:</b> Warm up with the Warm up song</p> <p><b>How to Proceed</b></p> <ul style="list-style-type: none"> <li>• Lay out all the age appropriate props in a circular area.</li> <li>• When the children come in, introduce yourself to the children, greet them and ask them to respond to the greeting.</li> <li>• Tell the children that today they will be allowed to explore the world of colourful props.</li> <li>• The children jog around the circular area slowly. The teacher can play the music. The teacher stops the music, and calls out a prop name. Children find the prop from the pile. Children learn the names of various props.</li> <li>• This activity can be repeated by teacher calling out the usage of the prop and the children identifying the correct prop for that usage.</li> </ul>	1x4=4
21.	<p>There are some important factors that need to be kept in mind while selecting any sport equipment-</p> <ol style="list-style-type: none"> <li><b>1. Age appropriateness:</b> The equipment/ props must be age appropriate.</li> <li><b>2. Industry Standard:</b> They must be manufactured as per the industry guidelines. E.g. tennis ball made of rubber and not leather, cricket bats made of wood and not metal, etc.</li> <li><b>3. Sports type:</b> They must be selected as per the type of the sport. For example, Basketball, Volleyball should not be used to play football and vice-versa.</li> <li><b>4. Infrastructure:</b> Depending on the type of sport and where it is played the selection of props and equipment is determined. For example, indoor courts/ play area requires less rugged equipment than an outdoor equipment that are exposed to direct sun and other harsh weather.</li> </ol> <p>The type of equipment and props is determined by the mobile (makeshift) and permanent play space. For example, a permanent goal posts, basketball posts, volleyball poles are required to be installed in a permanent designated place. If the play area is used for multi-purpose activity, the dismantlable, mobile type of the same equipment is to be used.</p> <ol style="list-style-type: none"> <li><b>5. Group size:</b> They must be calculated as per number of learners. If a large group of students, for example, 40 students play at a time, it is always best to</li> </ol>	1x4=4

	<p>divide them into smaller groups and each group should be given adequate number of props to play with. The small group also require customization of the equipment such as small size goal post for football, mobile cricket stumps, etc.</p> <p><b>6. Budget:</b> One of the most important factors that influences the selection of props and equipment is the budget availability. Sports equipment prices are directly affected by their quality. Equipment price ranges from a few hundred to lakhs. Leading international manufacturers like Nike, Adidas, Puma, etc. come with a premium price as compared to some less-known brands. The experience (ease of playing, comfort, durability) also varies depending on the brand as the better follow industry standards and better materials while manufacturing the equipment and props.</p>	
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