

<b>Marking Scheme</b> <b>Strictly Confidential</b> <b>(For Internal and Restricted use only)</b> <b>Senior Secondary School Examination, 2026 (XII<sup>th</sup>)</b> <b>SUBJECT NAME: - PHYSICAL ACTIVITY TRAINER (Q.P. CODE - 369)</b>	
<b><u>General Instructions :-</u></b>	
<b>1</b>	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
<b>2</b>	<b>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.</b>
<b>3</b>	<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 Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”</b>
<b>4</b>	<b>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. 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>
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	<b>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. This is most common mistake which evaluators are committing.</b>
<b>8</b>	If a question has parts, please award marks on the right-hand side for each part in the OSM Portal. Marks awarded for different parts of the question will be totalled up by the OSM System.
<b>9</b>	If a question does not have any parts, marks must be awarded in the left-hand margin in the OSM Portal. This May also be followed strictly.

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 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) 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	Ensure that you do not make the following common types of errors committed by the Examiner in the past: - <ul style="list-style-type: none"> <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 (X) and awarded zero (0) Marks.
15	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.
16	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.
17	<b>If a candidate attempts both alternatives/options in a question where only one option/ alternative is required to be attempted, the Evaluator shall award marks in both the options. The system will take the higher of two scores and disregard the other response.</b>
18	<b>In a question having two options/alternatives, if a candidate has attempted only one, then the evaluator shall mark “NA” (Not attempted) against the option that has not been attempted by the candidate.</b>

**MARKING SCHEME**  
**PHYSICAL ACTIVITY TRAINER (Subject Code-845)**  
**(PAPER CODE: 369) (P3690845)**

<b>Q.No.</b>	<b>EXPECTED OUTCOMES/VALUE POINTS</b>	<b>Marks</b>
	<b>SECTION – A</b> <b>(Objective type questions)</b>	
<b>1.</b>	(i) (c) Evaluating (ii) (d) Avoid talking to friends or family and isolate yourself. (iii) (b) Cut selected text or object (iv) (b) Competencies required to communicate and work effectively with other people (v) (c) Declarative sentence (vi) (b) Green Jobs	<b>4 X 1 = 4</b>
<b>2.</b>	(i) (b) Assessing acquisitions of critical elements of skills for mature motor patterns (ii) (d) Oxygen (iii) (c) Neck, armpits and groin (iv) (a) Preventers (v) (d) Both -- yourself and those around you (vi) (b) Solvent based adhesives	<b>5 X 1 = 5</b>
<b>3.</b>	(i) (b) Sanitation problems and presence of trash (ii) (a) Athletic areas (iii) (d) Norm tables (iv) (c) 112 (v) (b) Baby Soaps (vi) (a) Appropriate recovery	<b>5 X 1 = 5</b>
<b>4.</b>	(i) (c) Acetaminophen and ibuprofen (ii) (b) Change clothes and undergarment only once a week (iii) (d) Continuous (iv) (a) Climate (v) (d) Rest (vi) (c) Check the data carefully	<b>5 X 1 = 5</b>
<b>5.</b>	(i) (c) Give a wrong or random answer (ii) (b) Sprain (iii) (a) 30-meter sprint test (iv) (a) Wear a correct swimming attire (v) (b) Daily (vi) (c) Sweep it out with a finger	<b>5 X 1 = 5</b>

	SECTION – B (Subjective type questions)	
6.	<p>The role of a coordinating conjunction in a complex sentence is to join two or more clause so that they form one complete sentence. It connects ideas of equal importance, (like two independent clauses) and shows the relationship between them (e.g.-and, but, or, so, yet). (1 mark)</p> <p><b>Example:</b> Sheela went to the market. I went to market. Sheela and I went to the market. (1 mark)</p> <p>(Use any one alternate example for conjunctions e.g.-and, but, or, so, yet)</p>	1+1 = 2
7.	<p>a) <b><u>Identifying entrepreneurial opportunity:</u></b> - There are many opportunities in the world of business. (1 mark)</p> <p>b) <b><u>Turning ideas into action:</u></b> - Entrepreneurs must be capable of turning ideas into reality. (1 mark)</p> <p><b><u>ALTERNATE ANSWERS:-</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Feasibility study:</u></b> Entrepreneurs conduct studies to assess the market feasibility of a proposed product or service.</li> <li>• <b><u>Resourcing:</u></b> An entrepreneur needs various resources in terms of money, machine, raw material and workforce to run an enterprise successfully.</li> <li>• <b><u>Setting up an enterprise:</u></b> For setting up an enterprise, the entrepreneur may need to fulfil some legal formalities.</li> <li>• <b><u>Managing the enterprise:</u></b> One of the important functions of an entrepreneur is to run the enterprise.</li> <li>• <b><u>Growth and development:</u></b> Once the enterprise achieves the desired results, the entrepreneur has to explore another higher goal for its growth and development.</li> </ul> <p>(Or any other relevant point)</p>	1+1 = 2
8.	<p>(a) <b><u>Reusing scrap material:</u></b> Paper, mills, damaged rolls are sent back to the beginning of the production line. (.5 marks)</p> <p>(b) <b><u>Ensuring quality control:</u></b> If the quality of products is maintained, there will be a decrease in rejected products, thus, reducing waste. (.5 marks)</p> <p>(c) <b><u>Waste exchange:</u></b> This is where the waste product of one process becomes the raw material for another. (.5 marks)</p> <p>(d) <b><u>Managing e-wastes:-</u></b> Proper collection and recycling of electronic waste to prevent pollution and recover useful materials. (.5 marks)</p> <p><b><u>ALTERNATE ANSWER:-</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Use of Eco-friendly material:-</u></b> Using materials that are safe for the environment, biodegradable, and recyclable to reduce harm.</li> </ul> <p>(Or any other relevant point)</p>	$\frac{1}{2} \times 4 = 2$
9.	<p><b>To filter data:</b></p> <p>a) Click on AutoFilter icon on the Tool Bar and put filters at top of each column. (.5 marks)</p>	2

	b) Click on filter for selected column. (.5 marks) c) All values are checked and selected. (.5 marks) d) Click OK and the data of students of selected column will be displayed. (.5 marks)	
10.	<ul style="list-style-type: none"> <li>Say positive affirmations (.5 marks)</li> <li>Feed the mind with positivity (.5 marks)</li> <li>Be proactive (.5 marks)</li> <li>Focus on constructive and positive things (.5 marks)</li> </ul> <p><b><u>ALTERNATE ANSWERS:-</u></b></p> <ul style="list-style-type: none"> <li>Do not approach life with problems approach it with solutions.</li> <li>Learn from failures</li> <li>Learn to focus on present</li> <li>Be cheerful and work hard to achieve your dreams</li> </ul> <p><b>(Or any other relevant point)</b></p>	$\frac{1}{2} \times 4 = 2$
11.	<p><b><u>Assessment rubrics</u></b></p> <p>A rubric is a coherent set of criteria for student's skills that includes descriptions of levels of performance quality on the criteria. The main purpose of rubrics is to assess performances. (.5 marks)</p> <p><b>A-3 point grading</b></p> <p>Scale: (A) is proficient, has a weight of 3 points. (.5 marks)  (B) is developing, has a weight of 2 points. (.5 marks)  (C) is needs development, has a weight of 1 point. (.5 marks)</p>	$\frac{1}{2} \times 4 = 2$
12.	<p><b>Basic Principles of First Aid: -</b></p> <ol style="list-style-type: none"> <li>Do first things first quickly, quietly and without panic. (.5 marks)</li> <li>Guard against or treat for shock by moving the patient as little as possible (.5 marks)</li> <li>Do not attempt-too much. (.5 marks)</li> <li>Re-assure the patient and those around in order to reduce tension. (.5 marks)</li> </ol> <p><b><u>ALTERNATE ANSWERS:-</u></b></p> <ul style="list-style-type: none"> <li>Stop any bleeding</li> <li>Give artificial respiration if breathing has stopped.</li> </ul> <p><b>(Or any other relevant point)</b></p>	$\frac{1}{2} \times 4 = 2$
13.	<p><b><u>Special maintenance at least once a year: -</u></b></p> <ul style="list-style-type: none"> <li>Level and slope of the ground should be such that there is no water logging. (.5 marks)</li> <li>Repair and check for drainage system. (.5 marks)</li> <li>Special brushing with professional machinery e.g. cemented floor (.5 marks)</li> <li>Follow the maintenance instructions carefully for all artificial turf. (.5 marks)</li> </ul> <p><b>(Or any other relevant point)</b></p>	2
14.	<ul style="list-style-type: none"> <li>Wash and dry your hands thoroughly before handling food, and wash and dry them again frequently during work. (.5 marks)</li> </ul>	$\frac{1}{2} \times 4 = 2$

	<ul style="list-style-type: none"> <li>• Dry your hands with a clean towel, disposable paper towel or under an air dryer. <b>(.5 marks)</b></li> <li>• Never smoke, chew gum, Spit, change a baby's nappy or eat in a food handling or food storage area. <b>(.5 marks)</b></li> <li>• Never cough or sneeze over food or where food is being prepared or stored. <b>(.5 marks)</b></li> </ul> <p><b><u>ALTERNATE ANSWERS:-</u></b></p> <ul style="list-style-type: none"> <li>• Wear clean protective clothing, such as an apron</li> <li>• Keep your spare clothes and other personal items (including mobile phones) away from where food is stored and prepared</li> <li>• Tie back or cover long hair</li> <li>• Keep fingernails short so they are easy to clean, and don't wear nail polish because it can chip into the food</li> <li>• Avoid wearing jewellery, or only wear plain-banded rings and sleeper earrings.</li> </ul> <p><b>(Or any other relevant point)</b></p>	
15.	<ul style="list-style-type: none"> <li>• Swelling or tightness of the throat, persistent cough <b>(.5 marks)</b></li> <li>• Difficult or noisy breathing. <b>(.5 marks)</b></li> <li>• Paleness and floppiness in young children <b>(.5 marks)</b></li> <li>• Persistent dizziness or collapse <b>(.5 marks)</b></li> </ul> <p><b><u>ALTERNATE ANSWERS:-</u></b></p> <ul style="list-style-type: none"> <li>• Abdominal pain and vomiting</li> <li>• Swelling of the tongue.</li> <li>• Difficulty in talking.</li> </ul> <p><b>(Or any other relevant point)</b></p>	$\frac{1}{2} \times 4 = 2$
16.	<p>(1) Visit the assessment area and ensure that it is safe. (Stones, nails, glass pieces, thorns, etc should have been cleared from the ground) <b>(.5 marks)</b></p> <p>(2) All stations are marked. <b>(.5 marks)</b></p> <p>(3) Students are informed of the proceedings. Rules are explained with clear and concise instructions. Cross check if students have understood instructions given to them. Give students an opportunity to clarify their doubts. <b>(.5 marks)</b></p> <p>(4) On ground input sheet is available on paper. Student's attendance is taken <b>(.5 marks)</b></p> <p><b>(Or any other relevant point)</b></p>	2
17.	<p><b><u>D for Danger</u></b></p> <p>Make sure that the general area is free of risks. <b>(.5 marks)</b></p> <p><b><u>R for Response</u></b></p> <p>Check if the person is unconscious or not by trying to talk to them – check for responses to alerts, voice, in addition to placing hands on the body. <b>(.5 marks)</b></p> <p><b><u>A for Airways</u></b></p> <p>An airway allows oxygen into the body. If a person is unconscious, it is possible that his/her airway is blocked. <b>(1 marks)</b></p> <p><b><u>B for Breathing</u></b></p> <p>When arriving at an incident you need to check if someone is breathing. You can look for visual signs like the chest moving up and down. <b>(1 marks)</b></p> <p><b><u>C for circulation</u></b></p>	4

	Check for signs of a heartbeat and blood circulation. Obvious signs of circulation are movement and coughing, but the person is most likely unconscious. If the previous two signs are absent. <b>(1 mark)</b>	
<b>18.</b>	<p><b><u>Low Frequency Inspections</u></b></p> <p>Often performed quarterly or semi - annually, low frequency inspections are in depth investigations of the equipment and surfacing looking for wear and tear. This inspection requires a staff member with mechanical knowledge and extensive knowledge about play equipment and surface standards. During or immediately after the inspection, staff should do preventive maintenance and repairs and / or remove damaged equipment to remedy problems discovered in the inspection. An example of this type of maintenance would be replacing heavily worn chains that were noted during the inspection. <b>(2 marks)</b></p> <p><b><u>High Frequency Inspections</u></b></p> <p>Often performed daily or weekly, high frequency inspections look at frequently changing conditions caused by use, weather, and / or vandalism. During a high frequency inspection, staff checks and corrects playground conditions such as loose-fill surfacing depths, sanitation issues, and the presence of trash and debris. If any hazards are discovered, staff should follow school or agency procedures such as completing documentation, taking the area out of use, and / or correcting the problem. <b>(2 marks)</b></p>	<b>4</b>
<b>19.</b>	<p><b><u>Pre and post assessment responsibilities: -</u></b></p> <p><b><u>Pre-Assessment: - Preparation Phase</u></b></p> <ol style="list-style-type: none"> <li>(1) Students should know what assessments they will go through and should have practiced before their assessments. <b>(.5 marks)</b></li> <li>(2) Assessment schedule should be discussed with the school coordinator. <b>(.5 marks)</b></li> <li>(3) Parents should be informed of the assessment schedule and requested to provide consent. Students having any physical / medical issue should be identified and should not participate in the test. This information should be provided to the school coordinator. <b>(.5 marks)</b></li> <li>(4) Approval for report template should be taken from the principal. <b>(.5 marks)</b></li> </ol> <p><b><u>ALTERNATE ANSWERS:-</u></b></p> <ul style="list-style-type: none"> <li>• Weather conditions should be checked while planning assessment as all these assessments are outdoors.</li> <li>• Collection of the student's data should be done through program coordinator in the school. Cross check student's data with class attendance register and fix the discrepancies (if any).</li> <li>• Once student's data is collected, generation of on-ground input sheets.</li> <li>• Check the school props / equipment list for their availability for assessment. If any prop / equipment is damaged or not usable, inform school coordinator and get them replaced beforehand. This is to be done simultaneously when you are working on student's data collection.</li> <li>• Ground marking should be complete.</li> <li>• Drinking water availability and first aid assistance should be in place.</li> </ul> <p><b><u>Post Assessment: -</u></b></p> <ol style="list-style-type: none"> <li>(1) Inform the coordinator about the conclusion of the testing in the school. <b>(.5 marks)</b></li> <li>(2) Upload well checked data on excel sheets. <b>(.5 marks)</b></li> <li>(3) Communicate with coordinator for expected date of report generation and collect it on due date. Check the report for any possible error (Commonly Name and Gender). <b>(.5 marks)</b></li> </ol>	<b>2 + 2 = 4</b>

	<p>(4) Handover the reports to the coordinator. If instructed, give assessment reports to the class teachers for distribution. <b>(.5 marks)</b></p> <p><b><u>ALTERNATE ANSWER:-</u></b></p> <ul style="list-style-type: none"> <li>Update the information to the coordinator about distribution of report.</li> </ul> <p><b>(Or any other relevant point)</b></p>	
20.	<p>Evaluation focuses on grades. An evaluation can be used as a final review to gauge the quality of instructions. It's product oriented. This means that the main question is "What's been Learned?" In short, evaluation is judgemental. <b>(1 mark)</b></p> <p><b><u>Types of Evaluation</u></b></p> <p><b><u>Formative Evaluation:</u></b> - It is ongoing process. It is evaluation used to monitor students is learning progress during instructions with the purpose of providing on going feedback to students and teachers. <b>(1 mark)</b></p> <p><b><u>Summative Evaluation:</u></b> - It evaluates the outcome of the program. This type of evaluation is given at the end of the course to what extent the student has mastered the intended learning outcomes. <b>(1 mark)</b></p> <p><b><u>Diagnostic Evaluation:</u></b> - Diagnostic means to find out the exact problem. Through diagnostic evaluation the teacher can know the student's strength and weaknesses. <b>(1 mark)</b></p>	4
21.	<p><b><u>Managing a Parent-Teacher Meeting: -</u></b></p> <ul style="list-style-type: none"> <li><b><u>A two-way conversation:</u></b> - The parent-teacher meeting is not only an opportunity for parents to learn from you, but for you to learn from them. Nobody knows your students better than their families. Their insight into their child's strength and needs, learning styles and non-school learning opportunities can help you improve your instructional methods. <b>(1 mark)</b></li> <li><b><u>Emphasis on learning:</u></b> - You can make the most of parent-teacher meetings and other forms of parent's involvements by, "linking them to learning". This means communication back to discussing strategies to support student learning. <b>(1 mark)</b></li> <li><b><u>Opportunities:</u></b> - Opportunities must be given by parents as well as from the teachers to help the child to explore his/her interests and strengths. Some suggestions on extra-curricular activities or career paths aligned with his/her passions should be provided. <b>(1 mark)</b></li> </ul> <p><b><u>Challenges:</u></b> - We all need praise and constructive criticism to grow. All parents are proud of their children and need to hear about their strengths as well as their challenges. Areas should be provided where the child can face challenges and explore strategies to overcome them. <b>(1 mark)</b></p>	4
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