

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2026**

**SUBJECT -Physical Activity Trainer**

**(SUBJECT CODE-418)**

**(PAPER CODE-4)**

**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 "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 BNS."
- 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. **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-X, 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.**
- 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. **This is most common mistake which evaluators are committing.**
- 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 totalled 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 **"Extra Question"**.
- 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 Evaluation 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 totalling 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 totalling on the title page.</li> <li>• Wrong totalling 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 (X) and awarded zero (0) Marks.
15	Any un assessed 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 totalled 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.
19	<p>a. <b>The marking scheme carries only suggested value point for the answers.</b></p> <p>b. <b>The student can have their own expression and if the expression is correct, the marks be awarded accordingly</b></p>



**Marking Scheme**  
**Physical Activity Trainer (Code no-418)**  
**Class X (2025-26)**

**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)	(A) Feedback	1
(II)	(D) To promote personal growth and decision making.	1
(III)	(C) Worrying about stressors	1
(IV)	(C) Temporary files	1
(V)	(A) Innovation	1
(VI)	(B) Environmental degradation	1
<b>2.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(B) Enhanced cardiovascular endurance	1
(II)	(B) To gather information to improve teaching and learning	1
(III)	(B) Jumping and landing on one leg.	1
(IV)	(B) Playing chess with friends.	1
(V)	(B) Competitions between institutions/group	1
(VI)	(B) Age appropriateness	1
<b>3.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(B) It combats sedentary lifestyles and promotes healthy growth	1
(II)	(A) Competitive swimming	1
(III)	(C) Identifying students strengths and weaknesses	1
(IV)	(B) Divide into small groups with adequate equipment	1
(V)	(D) Budget availability	1
(VI)	(A) The presence of rules	1
<b>4.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(B) A physically and emotionally safe learning environment	1
(II)	(D) Spontaneity (Impromptu)	1
(III)	(D) 2 and 4	1
(IV)	(C) Co-ordination	1
(V)	(B) Traditional Exercises	1
(VI)	(B) To efficiently track large quantities of goods / materials	1
<b>5.</b>	<b>Answer any 05 out of the given 06 questions</b>	
(I)	(C) Service Program	1
(II)	(C) Both health-related and skill-related fitness	1
(III)	(C) Development of creativity	1

(IV)	(B) To keep a track of props and equipment inventory	1
(V)	(A) Games	1
(VI)	(A) Action	1
<b>Section-B (Subjective type questions)</b> <b>Answer any 03 out of the given 05 questions on employability skills.</b> <b>Answer each question in 20-30 words.</b>		
6.	<p>Linguistic barriers to communication: -</p> <p>The inability to communicate using a language is known as language barrier to communication. Language barriers are the most common communication barriers, which cause misunderstandings and misinterpretations between people.</p>	2
7.	<p>Steps to manage emotional intelligence are as given below: -</p> <ul style="list-style-type: none"> <li>• Understand your emotions: Observe your behaviour and note the things you need to work on. You can then work on the things you need to improve.</li> <li>• Rationalise: Do not take decisions abruptly, be rational in your thinking.</li> <li>• Practice: Practice meditation and yoga to stay calm.</li> </ul>	2
8.	<p>(a) Sometimes we get mails from companies who are advertising a product or trying to attract you to their website. Unwanted or unsolicited emails are sent in bulk for advertising, fraud, or phishing. Such mails are called SPAM.</p> <p>(b) No, We should never respond to SPAM and delete it on a regular basis.</p>	1+1=2
9.	<p>Any two myths about entrepreneurship:</p> <p>(i) The misconception is that every business idea needs to be unique or special.</p> <p>(ii) A person needs a lot of money to start a business.</p> <p>(iii) A person having a big business is an entrepreneur.</p> <p>(iv) An entrepreneurs are born not made.</p>	2
10.	<p>Creating Sustainable Cities:</p> <p>(i) Save energy by switching off lights and fans when not in use.</p> <p>(ii) Water conservation</p> <p>(iii) Eco friendly infrastructure.</p> <p>(iv) By promoting public transport</p> <p>(v) Waste management</p> <p>(vi) Green spaces</p> <p>(vii) Renewable energy</p> <p>(viii) Use natural light as much as possible.</p> <p>(ix) Use energy efficient lights (LED bulbs) and appliances.</p>	2
<b>Answer any 04 out of the given 06 questions in 20-30 words.</b>		
11.	<p>Agenda for the Parent Teacher Meeting in the context of the subject of Physical Education:</p> <p>(i) Parent awareness about the PE programme in the school</p> <p>(ii) Discussion on Fitness report of a child.</p> <p>(iii) Exhibition of props and equipment</p> <p>(iv) Distribution of Fitness Report Cards (if any) before the PTM</p> <p>(v) Sharing of the details of sports events conducted so far and the upcoming events</p> <p>(vi) Communication/one-on-one interaction with parents.</p> <p>(vii) Attendance and Health/Nutrition guidance for improvement.</p> <p style="text-align: right;">(any two)</p>	2
12.	<p><b>Body Composition:</b> The component parts of the body in terms of the relative amounts of body fat compared to lean tissue in the body.</p> <p>This can be measured as follows-</p>	1+1=2



	Formula BMI(Body Mass Index) = $\text{Weight (kg)} / \text{Height (m)}^2$	
13.	Difference between Assessment and Evaluation: <ul style="list-style-type: none"> <li>• Assessment is ongoing and evaluation provide closure.</li> <li>• Assessment improves learning quality and evaluation judges learning level.</li> <li>• Assessment upgraded and evaluation graded.</li> <li>• Assessment provides feedback and evaluation shows shortfalls.</li> </ul> (any two)	1+1=2
14.	Advantages & disadvantages of Free Play: (any two advantages & disadvantages) <div style="text-align: center;"><b>Advantages</b></div> 1. Encourages creativity 2. Retains interest 3. Promotes sense of ownership 4. Promotes communication 5. Independence enjoyment 6. Social development. <div style="text-align: center;"><b>Disadvantages</b></div> 1. May develop wrong techniques and risk of injury. 2. Assessment cannot be done 3. Progress cannot be tracked. 4. May lead to conflicts 5. Lack of discipline. 6. Unequal participation	2
15.	Indoor vs Outdoor equipment-(reasons) <b>Durability and material:</b> Indoor equipment does not face harsh conditions and can be lighter or less durable. Outdoor equipment is exposed to sunlight, rain and air, so it needs to be more rugged and weather resistant. <b>Safety and suitability:</b> Indoor equipment is design to be safe on smooth floors and smaller spaces, whereas outdoor equipment is built to with stand rough surfaces and larger play areas. <b>Portability:</b> Indoor equipment can often be mobile or makeshift while outdoor equipment may need to be permanent or sturdier due to exposure to weather and heavy use.	2
16.	Sports props/equipment that need regular monitoring: <ul style="list-style-type: none"> <li>(i) Basketballs, Volleyball, Football etc. - To ensure they are properly inflated, free from damage and safe for play.</li> <li>(ii) Cricket bat (wooden)- To check for cracks or Splinters that can cause injuries.</li> <li>(iii) Agility Ladders- To ensure they are not worn out or tangled, maintaining safety during drills.</li> <li>(iv) Bean bag- To verify they are clean, intact and safe for handling by students.</li> <li>(v) Gym Mats- Hygiene and safety to prevent injuries</li> </ul>	2
	Answer any 03 out of the given 05 questions in 50-80 words each.	

17.	The physical activity facilitator plays an important role in Planning and conducting a school assembly. They help in:  (i) <b>Planning and preparation-</b> Selecting the theme, preparing the agenda and identifying students for different activities like thought, news or prayer.  (ii) <b>Organising rehearsals-</b> Guiding students and teachers during practice sessions to ensure smooth presentation.  (iii) <b>Execution on the day-</b>  a) The facilitator conduct warm-up exercises, yoga and mass drills to promote fitness discipline.  b) They ensure proper formation, safety and time management.  c) Checking audio-visual aids, arranging students properly and coordinating the flow of the assembly.  (iv) <b>After assembly-</b> Ensuring safe dispersal, maintaining discipline and proper storage of equipment used.			4
18.	Importance of assessment in Physical Education- (i) <b>Identify areas of Strength and improvement-</b> The major use of testing is to mark strengths and the areas that need attention.  (ii) <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.  (iii) <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.  (iv) <b>Motivating performance-</b> Students and teachers encounter the following questions as a result of measurements.  (v) Helps in planning teaching strategies.  (vi) Track students' performance.			4x1=4
19.	Name of Student: XYZ Class/Section : 6-A Age : 11 years Assessment Period: 2025-26			4
	Skill/Fitness Component	Performance	Remarks	
	1. Catching/Throwing:	7/10	Need practice for accuracy	
	2. Muscular Strength:			
	- Push-ups	20 reps	Excellent	
	- Sit-ups	22 reps	Excellent	
	3. Flexibility:			
	- Sit and Reach Test	20 cm	Good	
	4. Speed and Agility:			
	- 50-meter dash	8 seconds	Good	
	5. Cardiovascular Endurance:			



600 run/walk  6. Balance beam/One leg stand  7. Team game participation	02 minutes 30 seconds  20sec  Active participation	Good  Needs improvement  Very enthusiastic	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>- XYZ has excellent muscular strength and endurance.</li> <li>- He demonstrates good teamwork and sportsmanship.</li> <li>- He is enthusiastic and participates actively in all activities.</li> </ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>- XYZ needs to improve his catching/throwing, balance and cardiovascular endurance.</li> </ul> <p><b>Overall Performance: B+ (Good)</b></p> <p>Teacher's Comments: XYZ is a diligent student who consistently shows a positive attitude towards physical education. He has shown improvement in his sports skills and physical fitness components.</p> <p>Grade: A- (Excellent), B+ (Good), B (Fair), C (Needs Improvement)</p> <p><b>Recommendation:</b> Encourage XYZ to practice regularly and focus on his areas for improvement.</p> <p><b>Physical Education Teacher's Signature:</b></p> <p>Date:</p>			
20.	<p><b>Structured play:</b> When play is carefully planned, follows specific rules, and is guided step by step by a teacher, it is called structured play.</p> <p><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.</p> <p>Both structured and unstructured play, though, requires adult supervision in order to eliminate any injuries, and it is mandatory to use safety equipment properly, especially when play with small children.</p>		4
21.	<p>A School can adopt the following measures to ensure a continuous supply of sports equipment for physical activities-</p> <p>(i) <b>Maintain an inventory system-</b> Keep a record of all sports equipment, including its quality, condition and usage, to track what is available and what needs replacement.</p> <p>(ii) <b>Regular audits-</b> Conduct weekly or monthly checks to identify damaged, lost or worn-out equipment and plan for timely replacement.</p> <p>(iii) <b>Advance procurement-</b> Purchase non-degradable and frequently used equipment in advance to avoid last-minute shortages.</p> <p>(iv) <b>Budget planning-</b> Allocated a specific budget for sports equipment every year, considering quality, quantity and replacement needs.</p> <p>(v) <b>Proper Storage and timely repair of sports equipment.</b></p> <p>(vi) <b>Encourage careful use and prevent misuse.</b></p>		4