

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior Secondary School Examination, 2026 (XIIth)
SUBJECT NAME: - PHYSICAL EDUCATION (Q.P. CODE : 048/75)

General Instructions: -

1	The CBSE has decided to introduce On Screen Marking (OSM) for the evaluation of Class XII answer Book with the 2026 Examination.
2	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.
3	“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.”
4	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.
5	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.
6	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.
7	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.
8	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 totaled up by the OSM System.
9	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	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 ”.
11	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
12	A full scale of marks _____ (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.
13	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.
14	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"> • 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.) • Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
15	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.
16	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation.
17	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.
18	<u>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.</u>
19	<u>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.</u>

MARKING SCHEME
PHYSICAL EDUCATION (Subject Code-048)
(PAPER CODE: 75) (P75048)

Q.No.	Marks	EXPECTED ANSWER/VALUE POINTS
1.	1	(D) Organising
2.	1	(C) Sports day
3.	1	(D) Physician's or Physiotherapist's
4.	1	(D) Dhanurasana, Chakrasana, Bhujangasana
5.	1	(A) Uttan Mandukasana, Vakrasana
6.	1	(C) Uttanmandukasan For Visually Impaired Candidates only (B) Sit in padmasana claps wrists behind the back, bend forward and touch the forehead to the floor.
7.	1	(C) Wheelchair competition
8.	1	(A) Special Olympics
9.	1	(D) (iii), (i), (iv), (ii)
10.	1	(D) It is the number of calories needed to maintain body function at rest.
11.	1	(A) Residual volume increases
12.	1	(A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A)
13.	1	(C) (i), (iii), (iv), (ii)
14.	1	(C) It is a point at which the lever rotates.
15.	1	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)
16.	1	(B) Mental Relaxation
17.	1	(D) The macro cycle has the minimum duration of training
18.	1	(C) Specific endurance
		Section-B consists of questions 19-24 carrying 2 marks and Attempt any 5.
19.	2	Q. "Sports that require athletes to maintain a specific weight to perform well have a higher risk of leading to eating disorders." Justify this statement with your answer. Ans: Step – 1: Sportspersons participating in activities in which leanness or specific weight is required for performance are at higher risk of developing eating disorders. – (1 mark) Step – 2: To prevent weight gain or to continue losing weight, people with anorexia usually severely restrict the amount of food they eat.

		<p>They may control calorie intake by misusing laxatives, diet aids or diuretics. – (1 mark)</p> <p>Alternate answers:</p> <p>To justify the statement, students may cite the names of sports in which body weight is the main criterion for participation. Accordingly, marks may be allotted.</p> <p>(Any other two relevant points)</p>
20.	2	<p>Q. Write any four benefits of Nadi-Shodhan pranayama.</p> <p>Ans: Benefits of Nadi-Shodhan Pranayam:</p> <p>Step -1: Calms and steadies the mind, improves focus and concentration. – (.5 marks)</p> <p>Step 2: Strengthens the immune system. – (.5 marks)</p> <p>Step 3: Provides sufficient oxygen for the functioning of every cell in our body. - (.5 marks)</p> <p>Step 4: Removes waste products such as carbon dioxide and other toxic gases from the body, so that they do not remain in the blood stream. - (.5 marks)</p> <p>(Or any other relevant point)</p>
21.	2	<p>Q. What is the role of Physical Education teachers in promoting inclusion in sports?</p> <p>Ans: Role of Physical Education teachers in promoting inclusion in sports</p> <p>Step -1: The physical education teacher provides equal opportunities to all the students including those with different abilities. - (1 mark)</p> <p>Step -2: The physical education teacher encourages children with special needs by different adaptive activities. - (1 mark)</p> <p>Alternate answer:</p> <ul style="list-style-type: none"> • They create a supportive environment where all the children feel valued. • By giving achievable task and praising efforts, they help building self esteem and confidence of children with special need <p>(Or any other two relevant point)</p>
22.	2	<p>Q. Explain the procedure of any one strength test of the SAI Khelo India Fitness Test used for school-going children.</p> <p>Ans: Step 1: Name of the strength test: Abdominal Partial Curl Up – (.5 marks)</p> <p>Step 2: Procedure of the test: The subject lies on a cushioned, flat, clean surface with knees flexed, usually at 90 degrees, with hands straight on the sides (palms facing downwards) closer to the ground, parallel to the body. The subject raises the trunk in a smooth motion, keeping the arms in position, curling up the desired amount (at least 6 inches above/along the ground towards the parallel strip). The trunk is lowered back to the floor so that the shoulder blades or upper back touch the floor. (1.5 marks)</p> <p>Alternate answers:</p>

		Push-Ups for boys Modified Push-Ups for girls (Follow the steps of above answer for alternate answers)												
23.	1x2=2	<p>Q. In the example given below, which of the Newton's law of motion will apply? Justify your answer.</p> <p>(a) When a swimmer pushes the water backward</p> <p>(b) When a cricket and tennis ball are thrown with the same force, the tennis ball move with greater acceleration</p> <p>Ans: Step -1:(a) The Newton's third law of motion applies when a swimmer pushes against the water with his arms and legs to propel himself forward the water exerts an equal and opposite reaction force backward on the swimmer. This reaction forces of the water allows the swimmer to move forward through the water. - (1 mark)</p> <p>Step 2: (b) The Newton's Second law of motion applies, according to this law acceleration of an object is directly proportional to the magnitude of the net force and inversely proportional to the mass of the object, greater the mass an object more net force has to be used to move it. So, if the same force is used to throw the cricket ball and a tennis ball, the tennis ball will have more acceleration because it has less mass than the cricket ball. - (1 mark)</p>												
24.	1x2=2	<p>Q. Briefly explain talent selection and talent transfer in the process of talent identification and talent development.</p> <p>Ans: Step 1: Talent selection: The ongoing process of identifying individuals at various stages of development who demonstrate pre-requisite performance levels. - (1 mark)</p> <p>Step 2: Talent transfer: Focuses on transfer from one sport to another sport where there are more significant opportunities to succeed. – (1 mark)</p> <p>Alternate answers:</p> <p>Talent transfer in sports refers to athletes moving from one sport to another and successfully applying their physical, technical, or psychological skills in a new discipline.</p>												
		<u>Section-C consists of questions 25-30 carrying 3 marks and Attempt any 5.</u>												
25.	1.5+1.5=3	<p>Q. Compare and contrast the intramural and the extramural tournament.</p> <p>Ans:</p> <table border="1"> <thead> <tr> <th>Intramural tournament</th><th>Extramural tournament</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Intramural tournament is organised within the walls of an institution. – (.5 marks)</td><td>Extramural tournament is organised outside the walls of an institution. – (.5 marks)</td><td>Step 1: 1 mark</td></tr> <tr> <td>To encourage mass participation in sports in an institution. – (.5 marks)</td><td>Extramural tournaments are organised to achieve high performance. – (.5 marks)</td><td>Step 2: 1 mark</td></tr> <tr> <td>To develop the feeling of</td><td>To develop the feeling of</td><td>Step 3:</td></tr> </tbody> </table>	Intramural tournament	Extramural tournament	Marks	Intramural tournament is organised within the walls of an institution. – (.5 marks)	Extramural tournament is organised outside the walls of an institution. – (.5 marks)	Step 1: 1 mark	To encourage mass participation in sports in an institution. – (.5 marks)	Extramural tournaments are organised to achieve high performance. – (.5 marks)	Step 2: 1 mark	To develop the feeling of	To develop the feeling of	Step 3:
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		integration within the institutions. – (.5 marks)	integration with other institutions. – (.5 marks)	1 mark
		(Any three points from each or any other relevant point)		
26.	3	Q. Devise a plan of physical activities in accordance with the world health organization guidelines for adults aged 65 & above. Ans: Plan of exercise For adults age 65 and above.		
		Intensity	Moderate to Vigorous.	Step 1: (.5 marks)
		Types of activities	Muscular strengthening (strength) and Aerobic physical activity and balance enhancing exercises.	Step 2: (.5 marks)
		Aerobic activities	150 to 300 minutes per week with moderate intensity or 75 to 150 minutes per week with vigorous intensity; One aerobic activity bout should be at least 10 minutes.	Step 3: (.5 marks)
		Muscle strengthening activities	Activities involving major muscles involved activity, two or more days in a week.	Step 4: (.5 marks)
		Balance enhancing activities	Older adults, with poor mobility, should perform physical activity to enhance balance and prevent falls on 3 or more days per week	Step 5: (.5 marks)
		Activities	Physical activities (walking, jogging, swimming, weight training dancing etc.), occupational work, household work (car washing, gardening, etc.) Games, sports, recreation, transportation (walking, cycling), planned exercises with or within family community	Step 6: (.5 marks)
		(Keeping the above points in mind, students may answer according to their own specific plan/approach.)		
27.	1+2=3	Q. Enlist the asanas for obesity. Explain the procedure of any one asana for it. Ans: Asanas for Obesity: Step 1: Name of asanas (any two): Tadasana, Katichakrasana – (1 marks) Step 2: Procedure of Tadasana: (2 marks) 1. Stand with feet together or about 10 cm apart (for beginners), hands by the side of the thighs. 2. Distribute weight equally on both the feet to keep the body		

		<p>steady.</p> <ol style="list-style-type: none"> 3. Raise arms over the head. Interlock the fingers and turn the palms upward. 4. Place hands on top of the head. 5. Fix eyes at a point on the wall slightly above the level of the head. The eyes should remain fixed on this point throughout the asana. 6. Inhale and stretch the arms, shoulders and chest upward. 7. Raise heels, coming up onto the toes. 8. Stretch the whole body without losing balance or moving the feet. 9. Hold the breath and the position for a few seconds. 10. Lower the heels while breathing out and bring the hands to the initial position. <p>Alternate answers:</p> <p>Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Paschimottasana, Ardh Matsyendrasana, Dhanurasana, Ushtrasana.</p> <p>(Enlist any two asanas for 1 mark and explain the procedure of any 1 asana for 2 marks)</p>
28.	1x3=3	<p>Q. Prashant began vomiting after lunch at school. He was promptly taken to a nearby doctor, who diagnosed him with food intolerance. Outline three types of food intolerance.</p> <p>Ans: Types of food intolerance are given below:</p> <p>Step 1: Absence of an enzyme: Enzymes are needed to digest foods fully. If some of these enzymes are missing, or are insufficient for digesting a particular foodstuff, proper digestion may be affected. - (1 mark)</p> <p>Step 2: Chemical causes of food intolerance: Certain chemicals in foods and drinks can cause intolerance, including amines in some cheeses, and caffeine in coffee, tea, and chocolates. - (1 mark)</p> <p>Step 3: Salicylates: Salicylates are derivatives of salicylic acid, which occurs naturally in plants as a defence mechanism against harmful bacteria, fungi, insects, and diseases. - (1 mark)</p> <p>Alternate answer:</p> <p>Toxins due to Food poisoning, Gluten intolerance, Food additives and intolerance.</p> <p>(Or explanation of any three relevant points)</p>
29.	1x3=3	<p>Q. Explain three physiological changes that occur due to ageing.</p> <p>Ans: Physiological changes that occur due to ageing</p> <p>Step 1: Reduction in Muscular strength: It is defined as the maximal force that a muscle or muscle group can generate. Men and women</p>

		<p>usually attain their highest strength levels between ages 20 and 40, the time when muscle cross-sectional area is largest. - (1 mark)</p> <p>Step 2: Decrease in Neural function: A nearly 40% decline in the number of spinal cord axons and a 10% decline in nerve conduction velocity reflects the cumulative effects of ageing on central nervous system functioning. - (1 mark)</p> <p>Step 3: Dysfunction of the endocrine system: The endocrine system consists of a host organ (gland), minute quantities of chemical messengers (hormones), and a target or receptor organ. - (1 mark)</p> <p>Alternate answer:</p> <p>Pulmonary Function, Cardiovascular Function, Body Composition, Bone Mass.</p> <p>(Or explanation of any three relevant points)</p>
30.	1x3=3	<p>Describe three factors that affect the trajectory of a projectile.</p> <p>Ans: Factors those affect the trajectory of a projectile.</p> <p>Step 1: Gravity: Gravity is the force exerted by the earth on any object towards the centre of the body, and it is directly proportional to the mass of the body. - (1 mark)</p> <p>Step 2: Speed of release: This refers to how fast the object is released (thrown or hit). The muscle force largely determines a projectile speed of release. - (1 mark)</p> <p>Step 3: Angle of release: This refers to the pitch at which the object is thrown or hit into the air. - (1 mark)</p> <p>Alternate answers:</p> <p>Height of release, Spin</p> <p>(Explanation of any three relevant points)</p>
		<p><u>Section-D consists of questions 31-33 carrying 4 marks and an internal choice available.</u></p>
31.	1x4=4	<p>i. 1st round - (1 mark)</p> <p>ii. (B) 7 - (1 mark)</p> <p>iii. 6th round - (1 mark)</p> <p>iv. (A) 21- (1 marks)</p> <p style="text-align: center;">orOR</p> <p><u>iv.</u> -Round Robin tournament - (1 mark)</p> <p>(For Visually Impaired Candidates only)</p> <p>i. (D) Marketing committee - (1 mark)</p> <p>ii. (D) Technical committee - (1 mark)</p> <p>iii. Post sports event responsibilities of the finance committee.</p> <p>1. Examines all records related to the settlement of the bills. - (.5 mark)</p> <p>2. Keeps track of accounts. (.5 mark)</p> <p style="text-align: center;">OR</p>

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		iii. (B) Finance committee - (1 mark) iv. Logistics/ Boarding and lodging - (1 mark)
32.	1x4=4	i. (C) Sprain - (1 mark) ii. (A) Contusion - (1 mark) iii. (B) Rubbing away of upper layer of epidermis - (1 mark) iv. (C) Greenstick fracture - (1 mark)
33.	1x4=4	i. (B) hearing and speech impaired - (1 mark) ii. (C) Because other students hesitate to interact with her - (1 mark) iii. (B) Integration - (1 mark) OR iii. (B) Using sign language or gestures - (1 mark) iv. (A) By providing training in comfortable and emotionally secure environment - (1 mark)
		<u>Section-E consists of questions 34-37 carrying 5 marks and Attempt any 3.</u>

34.	2+3=5	<p>Differentiate between Scoliosis and lordosis deformities. Suggest corrective measures for Knock-Knee and Flat foot deformities.</p> <p>Ans: Difference between Scoliosis and lordosis deformities:</p> <table border="1"> <tr> <th>Scoliosis</th><th>Lordosis</th><th></th></tr> <tr> <td>Abnormal sideways curvature of the spine is known as scoliosis. The spine forms an “S” or “C” shape</td><td>Excessive inward curvature of the spine is known as lordosis. It specifically happens in the lumber region.</td><td>Step 1: 1 mark</td></tr> <tr> <td>The appearance of scoliosis is uneven shoulders, hips, or rib cage, and the body leans to one side.</td><td>The appearance in lordosis is the “Swayback” posture and the abdomen comes forward, buttocks stick out.</td><td>Step 2: 1 mark</td></tr> </table> <p>Corrective Measures:</p> <p>Flat Foot:</p> <p>Step 3: Walking, standing, or jumping on toes and heels in all four directions. – (.5 mark)</p> <p>Step 4: Skipping on toes. – (.5 mark)</p> <p>Step 5: Practicing asanas like <i>Adhomukhasana</i> and <i>Vajrasana</i> to help develop the arch – (.5 mark)</p> <p>Knock-Knees</p> <p>Step 6: Horse riding – (.5 mark)</p> <p>Step 7: Keeping a pillow between knees and squeeze for some time – (.5 mark)</p> <p>Step 8: Performing <i>Padmasana</i> and <i>Gomukhasana</i> regularly to strengthen leg muscles – (.5 mark)</p> <p>(Any other relevant point for differentiation and corrective measures)</p>	Scoliosis	Lordosis		Abnormal sideways curvature of the spine is known as scoliosis. The spine forms an “S” or “C” shape	Excessive inward curvature of the spine is known as lordosis. It specifically happens in the lumber region.	Step 1: 1 mark	The appearance of scoliosis is uneven shoulders, hips, or rib cage, and the body leans to one side.	The appearance in lordosis is the “Swayback” posture and the abdomen comes forward, buttocks stick out.	Step 2: 1 mark
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35.	2.5+2.5=5	<p>Q. Raghav plans to conduct strength and flexibility test specifically for the lower body, targeting his grandfather’s friend. Explain in detail the procedure and scoring system to administer these tests.</p> <p>Ans: Step 1: Name of the test: (.5 marks) Administration of the test for lower body strength: Chair Stand Test.</p> <p>Step 2: Procedure of the test: (1 mark)</p> <ol style="list-style-type: none"> 1. The arm less chair should be placed against the wall or somewhere where it gets stabilized. 2. Initially, the individual will sit on the chair, back straight, arms crossed and feet firmly on the floor, shoulder width apart. 3. On the command “Go” the individual will stand up completely, then 									

		<p>return back to the initial position. This will be counted as one stand.</p> <p>4. The individual should be motivated to do maximum stands in 30 seconds.</p> <p>Step 3: Scoring: (1 mark) Maximum number of complete stands will be counted as score in 30 seconds. If the individual is in half way of the stand and time is over, then it will be counted as a full stand.</p> <p>Step 4: Name of the test: (.5 marks) Administration of the test for lower body strength: CHAIR SIT AND REACH TEST</p> <p>Step 5: Procedure of the test: (1 mark) The chair should be placed against the wall or somewhere where it can be stabilised. Participant sits on the chair with one foot flat on the floor and the other leg extended forward with the knee straight, heel on the floor and ankle bent at 90°.</p> <p>The Participant, then, tries to touch the toe of that foot by bending at the hip and sliding her/his hands towards the toes.</p> <p>To clock score, the participant must hold that position for 2 seconds.</p> <p>Step 6: Scoring: (1 mark) Measurement will be taken between the extended long finger and the tip of the toe and a minimum of .5 inches will be recorded as the score. If fingers cross the toe, then + will be indicated before the score and if the participant is unable to touch the toe, then – sign will be indicated.</p>
36.	1+4=5	<p>Q. What do you understand by motivation? How does a coach adopt different strategies to improve the performance of his players? Explain.</p> <p>Ans: Step 1: Motivation: “Motivation is the driving force that spurs a person to action. It can be explained as a process to initiate, guide and maintain behaviour over time”, as defined by Robert Baron (2008). Motivation can also be defined simply as the direction and intensity of effort. (1 mark)</p> <p>Different Strategies adopted by the PE teacher to improve the performance of his players</p> <p>Strategies to improve the performance of his players (4 marks)</p> <p>Step 2: Expectancy theory: It explains that people are motivated for the task where the probability of success is higher in comparison to failure. (1 mark)</p> <p>Step 3: Guided discovery method: Athletes are highly motivated if allowed to find solutions to the problems by themselves rather than if they are just made to do things as per instruction. - (1 mark)</p> <p>Step 4: Social Support Strategy: Participation in sports and taking up exercise is greatly influenced by an understanding of the social networking and perception of people around them. Coach can create a conducive environment by minimising societal pressure and getting support of peer group and family. - (1 mark)</p> <p>Step 5: Incentives and rewards: Drive towards an action to maintain it for a long term may sometimes need external support. Awards and rewards work effectively as a motivation force for athletes to pursue</p>

		<p>sports with consistency and continuity. - (1 mark)</p> <p>Alternate answers:</p> <p>Goal setting, Knowledge of results, Valence of awards, Performance appraisals, Support & facilitation, Valuable feedback, Fun-based training, Individualised training program, Spectators Support, Healthy, Sports Environment, Verbal Comments</p> <p>(Explanation of any four relevant points)</p>
37.	1+2+2=5	<p>What is speed? Explain the methods to develop speed in detail.</p> <p>Ans: Step 1: Speed: “The capacity of an individual to perform successive movements of the same pattern at a fast rate”.</p> <p>Or</p> <p>“Speed is the ability to move the body or any body part as fast as possible in the minimum time.” – (1 mark)</p> <p>(Or any other relevant definition)</p> <p>Methods to develop speed:</p> <p>Step 2: Acceleration run: It is generally used to develop speed while attaining maximum speed from a static position. In an acceleration run, a sportsperson must run a specific distance. After starting, the athlete tries to gain total momentum at the earliest and finishes the specified distance. These runs are repeated with sufficient rest between the runs. The number of acceleration runs can be set according to an athlete’s age, capacity, and fitness level. - (2 mark)</p> <p>Step 3: Pace Runs: Pace runs incorporate the method of running the set distance at a uniform speed. It usually includes races of 800 meters and above. At the beginning of such races, the speed should not be too high and the pace should be maintained throughout the race. For this type of training the athlete should run at a maximum steady speed for a distance 10-20% more than the actual racing distance. Repetition for pace run training can be fixed as per the athlete’s fitness level with complete recovery in between repetitions. - (2 mark)</p>
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