A school in India has apologized after pictures emerged of pupils wearing cardboard boxes on their heads to prevent cheating in an exam. Students at Bhagat Pre-University College in the town of Haveri reportedly wore the cartons while sitting a chemistry test on Wednesday. Photos showed students with boxes on their heads with square holes cut out to allow them to see their exam papers.

SC Peerjade, deputy director of the local pre-university education board, described the preventive measure as “inhuman”. “A civilized society will never accept such an idea. I hope this is never repeated again,” he told the Times of India. “There are traditional ways of managing students and preventing malpractice in the examination hall and the college can resort to them.” Mr Peerjade added: “When I got a message about this, I immediately went to the college and ordered the management to stop the practice.”

Junior college administrator, MB Satish, apologized for the elaborate measure and said it had been implemented on an “experimental basis”. He added pupils had consented to wearing the boxes and even brought their own cartons. “There was no compulsion of any kind. You can see in the photograph that some students were not wearing it,” he told BBC Hindi. “Some who wore it removed it after 15 minutes, some after 20 minutes and we ourselves asked them to remove it after one hour.”

India has seen a string of cheating scandals across recent years. In 2015, parents risked their lives by climbing school buildings in Bihar state to help their children cheat in the country’s equivalent to British Secondary School Exams. It led to more than 600 pupils being expelled.

After her mother’s sudden death, Catherine Kelly felt the call of the sea. She was in her 20s and had been working as a geographer in London away from her native Ireland. She spent a year in Dublin with her family, then accepted an academic position on the west coast. “I thought: I need to go and get my head cleared in this place, to be blown away by the wind and nature.” Catherine bought a little house in a remote area and surfed, swam and walked a three-mile-long beach twice a day. She didn’t understand why that might be until some years later, when she started to see scientific literature that proved what she had long felt intuitively to be true: that she felt much better by the sea. For the past eight years, she has been based in Brighton, researching “outdoor wellbeing” and the therapeutic effects of nature – particularly of water.

In recent years, stressed-out urbanites have been seeking refuge in green spaces, for which the proven positive impacts on physical and mental health are often cited in arguments for more inner-city parks and accessible woodlands. The benefits of “blue space” – the sea and coastline, but also rivers, lakes, canals, waterfalls, even fountains – are less well publicised, yet the science has been consistent for at least a decade: being by water is good for body and mind. Proximity to water – especially the sea – is associated with many positive measures of physical and mental wellbeing, from higher levels of vitamin D to better social relations. Even a fountain may do. Another study found that images of built environments containing water were generally rated just as positively as those of only green spaces. Researchers suggested that the associated soundscape and the quality of light on water might be enough to have a restorative effect.

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

**Pregunta 1:** Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

**Pregunta 2:** Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

**Pregunta 3:** Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

**Pregunta 4:** Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada “hueco en blanco” y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

**Pregunta 5:** Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de “Excelente” (con la nota máxima de 0,5) o de “Deficiente” (con la nota mínima de 0).
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<th><strong>CONTENIDO</strong></th>
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<td>El mensaje es claro, preciso y coherente, con ideas interesantes, que se</td>
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<td>No muestra limitaciones en el uso del vocabulario que utiliza.</td>
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<td>No hay errores importantes de ortografía y/o puntuación.</td>
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Question A.1

a) TRUE: “Mr Peerjade added: “When I got a message about this, I immediately went to the college and ordered the management to stop the practice.”

b) FALSE: “In 2015, parents risked their lives by climbing school buildings in Bihar state to help their children cheat in the country’s equivalent to British Secondary School Exams.”

Question A.2

Key ideas

a) He found the idea unacceptable in a civilized society. He would rather appeal to more conventional measures to prevent cheating.

b) On the one hand, he claims that this process has been carried out in an experimental way and on the other, that the students were not obliged to wear the boxes. In fact, some students did not wear any.

Question A.3

a) sitting
b) accept
c) consented
d) kind

Question A.4

a) will be studying ------- of / about
b) whose ------- are given
c) had known ------- would not have cheated
d) Mr Smith asked us to put our phones on his desk.
Question B.1

a) **FALSE**: “She was in her 20s and had been working as a geographer in London away from her native Ireland.”

b) **FALSE**: “Another study found that images of built environments containing water were generally rated just as positively as those of only green spaces.”

**Question B.2**

Key ideas

a) First, she left her job in London and spent one year with her family in Dublin. Then, she changed jobs and bought a little house on the coast, where she could surf, go for walks, etc.

b) According to the text, when people who live in cities are stressed, they can feel better both physically and mentally when they go to a park or a green area.

**Question B.3**

a) remote

b) refuge

c) proximity

d) rated

**Question B.4**

a) has been discovered / was discovered ------ on

b) whose ------ moving / having moved

c) who / that ------ to spend

d) The doctor advised Kate to go swimming when she felt / feels stressed.