

2018-DSE
ENG LANG

PAPER 4

6.2

EXAMINER

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION 2018

ENGLISH LANGUAGE PAPER 4

PART A Group Interaction

This article appeared on a blogger's webpage:

Fake News: There's a LOT of it about

A few years ago, lots of people online were talking about a video they'd seen about chicken McNuggets. The video said that chicken McNuggets were not made from real chicken, but something pink and horrible – people were so upset by the pictures that they said they'd never ever eat chicken McNuggets again.

However, these images were fake because a while ago, I watched another video about how chicken McNuggets are actually made – and they are totally made from chicken.

I realise it's super-easy to post made-up stuff, sometimes even fake news, on the internet. I also know anyone with a camera can make a fake film that anyone – especially those who don't go online very much – will believe. They'll say they saw it "all over the internet", therefore it must be true.

I think if we believe everything we read online, whether it's on Facebook, YouTube, or any other forum, without asking questions or thinking deeply about it, then we have a big problem. We need to double-check what we read online, and teach others to question what they read online, too.

It's scary that we live in an age when anyone with access to the internet can publish their own "news". This is why journalism has become so important. A good journalist can protect us all from misinformation.

Your group has to prepare a debate with the motion 'The internet should be censored because it encourages fake news.' You may want to talk about:

- arguments for the motion
- arguments against the motion
- which side would be easier to argue
- anything else you think is important

PART B Individual Response

1. What do you use the internet for?
2. Do you watch news on TV or on the internet?
3. Why do people spend so much time on the internet?
4. Do you trust everything you read on the internet?
5. Do you trust information in a newspaper more than on the internet?
6. What problems does fake news cause?
7. How can we raise people's awareness about fake news?
8. Should governments control what is on the internet?

Note Grid – Your Notes for the Discussion

1. arguments for the motion	2. arguments against the motion
3. which side would be easier to argue	4. anything else you think is important

Note Grid – Your Notes for Part B Individual Response Questions

Question: _____	Question: _____
-----------------	-----------------

St. Joseph's Anglo-Chinese School

Form 5 English Language

Paper 4 Speaking – Exam Practice (DSE 2018 Set 6.2)

Warm-up – Two Easier Part B Questions (6 minutes, in pairs)

Both partners answer the same question. Push for a time, a reason and one detail — not a one-word answer. This is where you hear their Level 3 baseline.

Question 1	What do you use the internet for?	What to listen for
Model answer	Mostly for school — research, videos and group chat. I also lose an hour a day to short videos.	A short list with one honest detail, and whether news or social media comes into it.
Question 2	Do you watch news on TV or on the internet?	
Model answer	Online, usually on my phone — but I check who published a story before I believe the headline.	Which platform, how often, and whether they check the source at all.

► Upgrade opportunity — take what they say and lift it

“What I usually say”	Upgrade (useful for Part A and Part B)	Where it pays off
"I read news on my phone."	I get my news from a handful of trusted sources.	Part A, Part B Q5
"Some news is not true."	A lot of what circulates online is misinformation.	Part A, Part B Q4
"We should not believe everything."	We need to fact-check before we share.	Part A, Part B Q7
"The government should not control us."	Censorship raises serious questions about freedom of speech.	Part A, Part B Q8

Part A – The Discussion Task (10 min preparation, 8 min discussion)

Your group has to prepare a debate with the motion ‘The internet should be censored because it encourages fake news.’ You may want to talk about:

► Say it another way — synonyms to replace the question’s own wording

Students who recycle the paper’s words score lower than students who paraphrase. Put these on the board and ban the left-hand column.

The question says...	Say instead	Model sentence
censored	restricted · filtered · regulated by the authorities · subject to control	<i>Putting the internet under the control of the authorities is easier said than done.</i>
fake news	misinformation · deliberately false stories · disinformation · made-up content	<i>Misinformation spreads faster than any correction can follow.</i>
arguments for the motion	the case in favour · the strongest reasons to support it · the case FOR censoring	<i>The case in favour rests on public safety.</i>
arguments against the motion	the case against · the strongest objections · the reasons to keep it free	<i>The strongest objections come from those who value free speech.</i>
which side would be easier to argue	which side has the better evidence · which case is more persuasive · which side plays to our strengths	<i>The case against is more persuasive, because no government can really control the internet.</i>
anything else you think is	one thing often overlooked · what	<i>One thing often overlooked is who</i>

important	also matters here · a further consideration	<i>gets to decide what counts as fake.</i>
------------------	---	--

Ideas for the Note Grid – Noun Phrases per Question, with a Model Example (the same sets appear on the deck: Q1–Q3, then Part B Q7–Q8)

Give the noun phrase first (it is what they write in the grid), then the model example (it is what they say). The points in each set are deliberately different in kind, so a group cannot make the same point twice. Where a question has two sides, the set is built in two halves, so the group always has both sides ready.

1. arguments for the motion		
• protection from harmful misinformation	<i>e.g. Health hoaxes and online scams have caused real harm, so some control can be justified.</i>	
• safer during emergencies	<i>e.g. Rumours spread during disasters and epidemics, and they make panic much harder to manage.</i>	
• better quality information	<i>e.g. When platforms have to be accountable, checking a story becomes a habit instead of an afterthought.</i>	

2. arguments against the motion		
• it threatens freedom of speech	<i>e.g. Once the authorities decide what is true, criticising them becomes the first casualty.</i>	
• “fake news” is hard to define	<i>e.g. What one government calls fake, another calls an opinion — the label itself can be abused.</i>	
• education works better than censorship	<i>e.g. Teaching students to check a source protects them for life, on every platform they will ever use.</i>	

3. which side would be easier to argue		
• the motion is the easier case	<i>e.g. Most people already agree that lies online cause damage, so the audience is half-convinced before we speak.</i>	
• the opposition is the easier case	<i>e.g. Students defend free speech instinctively, so those arguments arrive without preparation.</i>	
• we should argue what we believe	<i>e.g. Choosing the side we actually believe keeps the examples flowing and the tone natural.</i>	
• the evidence decides it	<i>e.g. The side that can quote real numbers — how far a hoax spread — is the easier one to defend.</i>	

Note: the fourth bullet (anything else you think is important) has no slide — it is the group’s open floor. If they stall, ask them to raise one thing the paper never mentions, or to disagree with the group’s best idea so far.

Part B – Individual Response: Questions 7 and 8 (1 minute each)

Q7. How can we raise people’s awareness about fake news?

4 noun-phrase ideas	Model example
• teach media literacy in school	<i>A short weekly lesson on checking sources would reach everyone before the exam years.</i>
• label and flag false posts	<i>Platforms already mark disputed claims; using those labels more widely would slow the spread.</i>
• run public campaigns with real examples	<i>Showing the McNuggets video together with its correction makes the danger concrete.</i>
• encourage checking before sharing	<i>A two-minute habit — search the headline, check the source — would cut a great deal of sharing.</i>

► Upgrade opportunity for Q7

“What I usually say”	Upgrade	Why it scores
-----------------------------	----------------	----------------------

"We must tell people."	We need to raise public awareness through campaigns and lessons.	Names the method
"Schools should teach it."	Media literacy should be built into the curriculum.	Formal and precise
"Check the news."	Verify the claim against a second, reliable source.	Action plus method

Q8. Should governments control what is on the internet?

2 noun-phrase ideas (YES · NO)	Model example
• YES: the harm is real and growing	<i>False health advice and hatred spread unchecked when nobody is responsible for what appears online.</i>
• NO: control can be abused	<i>A government that decides what is fake can silence its critics by simply relabelling them.</i>

► Upgrade opportunity for Q8

"What I usually say"	Upgrade	Why it scores
"It is dangerous."	Unchecked misinformation is a genuine threat to public safety.	Precise noun phrase
"People should be free."	Freedom of expression has to be balanced against the harm of spreading lies.	Weighs both sides
"Both sides matter."	On balance, independent fact-checking protects the public better than state control.	Concludes after weighing

DSE PAPER 4 • SPEAKING PRACTICE

Misinformation online, press freedom
and censoring the internet

DSE 2018 Paper 4 Set 6.2 • Lesson 4

REAL OR FAKE?



Check before you share

Two questions to get you talking



QUESTION 1 (Student A)

What do you use the internet for?

QUESTION 2 (Student B)

Do you watch news on TV or on the internet?

Your discussion task

It's scary that we live in an age when anyone with access to the internet can publish their own news. This is why journalism has become so important. A good journalist can protect us all from misinformation.

Your group has to prepare a debate with the motion 'The internet should be censored because it encourages fake news.' You may want to talk about:

- arguments for the motion
- arguments against the motion
- which side would be easier to argue
- anything else you think is important



Q1 Arguments for the motion

SUGGESTED IDEAS — noun phrases

- **protection from harmful misinformation**
- **safer during emergencies**
- **better quality information**



Q2 Arguments against the motion

SUGGESTED IDEAS — noun phrases

- it threatens freedom of speech
- “fake news” is hard to define
- education works better than censorship



Q3 Which side would be easier to argue?

SUGGESTED IDEAS — noun phrases

- the motion is the easier case
- the opposition is the easier case
- we should argue what we believe
- the evidence decides it



Part B – Question 7

How can we raise people's awareness about fake news?

SUGGESTED IDEAS — noun phrases

- **teach media literacy in school**
- **label and flag false posts**
- **run public campaigns with real examples**
- **encourage checking before sharing**



Part B – Question 8

Should governments control what is on the internet?

SUGGESTED IDEAS — noun phrases

- **YES: the harm is real and growing**
- **NO: control can be abused**



Say it like this — from the lesson

We need to **fact-check** before we share.

Misinformation spreads faster than any correction can follow.

Putting the internet **under the control of the authorities** is easier said than done.

Once the authorities decide what is true, criticising them becomes **the first casualty**.

Teaching students to **check a source** protects them for life.

Media literacy should be **built into the curriculum**.

Unchecked misinformation is **a genuine threat to public safety**.

Freedom of expression has to be **balanced against** the harm of spreading lies.