

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.