

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>
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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
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"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