

# Info Score — Article analysis

**Article:** [https://www.google.com/search?smstk=Chhveis4dkVyL3M4Qm40MkFFOXRFa0NOYz0QAAQ%3D%3D&smstidx=2&q=que+es+Secunde/ciekc9wT3U50Epsf\\_j-79t-3WxfPxaCimrUINIMgZRGLdAIMBh\\_okBcFMUIZoSiCFxk9z6Z1fbm3LquQ2qGmeEIJfySfF2D\\_M7Y9\\_Nt95iajR7w8vsV6jLogxLMEMAQAA&shmds=v1\\_ATWGeeNANhKUp2fjUffDHYDVAIjpsKrGhttps://share.google/aimode/LJN0tjmqZYUhncsPt](https://www.google.com/search?smstk=Chhveis4dkVyL3M4Qm40MkFFOXRFa0NOYz0QAAQ%3D%3D&smstidx=2&q=que+es+Secunde/ciekc9wT3U50Epsf_j-79t-3WxfPxaCimrUINIMgZRGLdAIMBh_okBcFMUIZoSiCFxk9z6Z1fbm3LquQ2qGmeEIJfySfF2D_M7Y9_Nt95iajR7w8vsV6jLogxLMEMAQAA&shmds=v1_ATWGeeNANhKUp2fjUffDHYDVAIjpsKrGhttps://share.google/aimode/LJN0tjmqZYUhncsPt)

**Level:**

Secunde/cie

Q2qGmeEIJ

YDVAIjpsKrG

55 min

**Rules:**

v0.1.0

## Info Score verdict



### Needs verification

weighted overall score : 0.612 · type : inconnu · language : en

**Neutral summary :** La página analizada no es un artículo periodístico, sino una página de bloqueo CAPTCHA de Google que indica "tráfico inusual detectado desde su red". No contiene contenido informativo, opiniones ni afirmaciones factuales sobre neurociencia. El URL sugiere una búsqueda sobre "qué es la neurociencia", pero la página real es una barrera técnica de verificación de seguridad.

## Session schedule — 55 minutes

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### ① Setting the stage (5 min)

Project the article to students, without showing the Info Score verdict. Hook question: « Without yet knowing the analysis, what impression does this article leave on you? Why? »

### ② Guided analysis (15 min)

Presentation of the six Info Score criteria. Verdict restitution: **C**. Discussion of the sub-scores:

Criterion	Weight	Score	Bar	Munich
Fact / commentary separation	0.20	0.45		art. 1
Source traceability	0.20	0.30		art. 3
Plurality of viewpoints	0.18	0.27		art. 7
Expression of uncertainty	0.14	1.00		art. 5
Tone and lexicon	0.14	1.00		art. 8
Contextualisation	0.14	0.95		art. 1

### ③ Group work (20 min)

Students, in groups of 3 or 4, apply the same grid to an article of their choice (local newspaper, French press, English-language press). Each group assigns a sub-score and cites a literal extract that justifies it.

### ④ Pooling (10 min)

Each group presents its analysis. Debate on the differences between groups for the same article.

### ⑤ Synthesis and written record (5 min)

The teacher formalises on the board the two or three criteria that proved most discriminating for the articles studied. Students write down the formula: « A reliable piece of information is not one that pleases; it is one whose **source can be traced**, whose **uncertainty is acknowledged**, and whose **facts are distinguished from commentary**. »

## Illustrative quotes from the analysed article

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« Our systems have detected unusual traffic from your computer network. This page checks to see if it's really you sending the requests, and not a robot. »

« This traffic may have been sent by malicious software, a browser plug-in, or a script that sends automated requests. »

## Methodological notes

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ADVERTENCIA: El texto proporcionado no es contenido periodístico. Se trata de una página de bloqueo CAPTCHA (Google) que impide el acceso al contenido solicitado. No hay afirmaciones factuales, fuentes de información, opiniones ni contexto noticioso que analizar. Todas las variables relacionadas con contenido editorial se establecen en 0 o valores conservadoras. El análisis se limita a documentar la naturaleza técnica de la página.

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## Appendix — Student self-assessment grid

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To be detached and filled in for the article studied in group.

**Analysed article :** \_\_\_\_\_

**Source :** \_\_\_\_\_ **Date:** \_\_\_\_\_

Sources are named and verifiable	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
Opinions are distinguished from facts	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
Several viewpoints are represented	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
The text acknowledges what it does not know	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
The tone remains measured and professional	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
Context (historical, geographical) is provided	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>

**Overall grade proposed by the group :** A  B  C  D  E

**Justification in one sentence :**

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