

Info Score — Article analysis

Article: Diego Fernández, ingeniero químico: "El bicarbonato y el vinagre no sirven para limpiar la lavadora"
<https://share.google/cxpz5ywbxRqRSeTgn>

Level: Seconde /
Première
Duration: 55 min
Rules: v0.1.0

Info Score verdict



Generally reliable

weighted overall score : 0.843 · type : information · language : es

Neutral summary : L'article présente les explications d'un ingénieur chimique sur le mythe du nettoyage de la lavadora avec du bicarbonate de soude et du vinaigre, affirmant que ces deux produits se neutralisent mutuellement et sont donc inefficaces. Il préconise l'acide citrique comme alternative plus performante et moins corrosive, et prodigue des conseils d'entretien réguliers.







Session schedule — 55 minutes

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: **B**. Discussion of the sub-scores:

Criterion	Weight	Score	Bar	Munich
Fact / commentary separation	0.20	1.00		art. 1
Source traceability	0.20	0.50		art. 3
Plurality of viewpoints	0.18	0.70		art. 7
Expression of uncertainty	0.14	1.00		art. 5
Tone and lexicon	0.14	0.97		art. 8
Contextualisation	0.14	1.00		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

« «¿El bicarbonato de sodio y el vinagre sirven para limpiar la lavadora? No. Esto no sirve porque el bicarbonato y el vinagre se neutralizan el uno con el otro». »

« «Lo que yo te recomiendo usar es ácido cítrico. El ácido cítrico tiene un mayor nivel de acidez que el vinagre, por lo que va a funcionar mejor». »

« «Vamos a agregar 4 cucharadas de ácido cítrico al tambor y lo ponemos en un ciclo de limpieza de tambor o en un ciclo largo de lavado, preferiblemente con agua caliente». »

« «Es menos corrosivo que el vinagre, así que es menos probable que dañe las partes internas de la lavadora». (Sur l'acide citrique) »

Methodological notes

Le texte s'appuie sur les explications d'un unique expert identifié (Diego Fernández, ingeniero químico). Aucune source scientifique indépendante ou étude n'est citée pour étayer les affirmations chimiques. La seule référence est une vidéo Instagram. Les dosages mentionnés (« 2 litros », « 4 litros », « 4 cucharadas ») ne sont pas sourcés. Ces éléments limitent la vérifiabilité autonome des informations par le lecteur.

Appendix — Student self-assessment grid

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 :
