

# Info Score — Article analysis

**Article:** L'Italie des Pizzas - L'Italie des Pizza Bufalina 550 g -  
#06999840

<https://www.carrefour.be/fr/litalie-des-pizza-bufalina-550-g/06999840.html>

**Level:** Seconde /  
Première

**Duration:** 55 min

**Rules:** v0.1.0

## Info Score verdict



### Needs verification

weighted overall score : 0.666 · type : information · language : fr

**Neutral summary :** Page de commerce électronique Carrefour Belgique présentant la fiche produit d'une pizza surgelée « L'Italie des Pizza Bufalina » (550 g, prix 12,29 €, Nutri-Score D). La page contient les informations produit habituelles : ingrédients, valeurs nutritionnelles, allergènes, conservation et coordonnées du fournisseur. Aucun contenu journalistique ou éditorial n'est présent.

## 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  | <div><div></div></div> | art. 1 |
| Source traceability          | 0.20   | 0.15  | <div><div></div></div> | art. 3 |
| Plurality of viewpoints      | 0.18   | 0.70  | <div><div></div></div> | art. 7 |
| Expression of uncertainty    | 0.14   | 1.00  | <div><div></div></div> | art. 5 |
| Tone and lexicon             | 0.14   | 1.00  | <div><div></div></div> | art. 8 |
| Contextualisation            | 0.14   | 1.00  | <div><div></div></div> | 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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« Prix : 12,29 € (22,35 €/kg) »

« Pays d'origine : Italie »

« Nutri-Score : D »

« Pâte cuite au four et garnie à la main »

« Farine de blé tendre, sauce tomate 20%, mozzarella de bufflonne 17.5%, mozzarella de vache 17.5% »

## Methodological notes

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Page de commerce électronique (Carrefour Belgique) présentant une fiche produit pizza. Le texte analysé contient principalement du code HTML, des éléments de navigation et des informations стандартные de fiche produit : prix (12,29 € / 22,35 €/kg), poids (550 g), Nutri-Score (D), pays d'origine (Italie), liste d'ingrédients et valeurs nutritionnelles. Aucune source journalistique ou étude n'est citée ; il s'agit d'informations commerciales directes fournies par le distributeur.

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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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