

4.1 Personal profiles: evidence and development

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS personal profile 个人档案

Objective

Distinguish interests, demonstrated strengths and values; write an honest profile with a reviewable development goal. This is original GAC032-aligned classroom practice, not an official assessment or a career-selection test. Every person and event is fictional.

1 Key knowledge and worked examples

■ Key knowledge: three different kinds of statement

A **personal profile** 个人档案 describes what you want to explore, what you can currently demonstrate and what matters to you. An interest is not a qualification. A useful strength claim names an action and its result, including the conditions in which it happened. A value helps explain a choice; it does not prove that one career is right for everyone.

Use situation → your action → result → limit. Separate your contribution from a team's work. An honest limit makes the next practice task clearer. It does not cancel the useful evidence you already have. Ask for feedback on an action rather than a permanent label such as "talented".

■ Source A: Lina's evidence notes

Lina enjoys comparing how public notices help readers find information. During a club display project, two visitors could not find the meeting date on the first poster. Lina moved the date beside the title and asked two different visitors to test the revision; both found it. Her teammate chose the pictures, and the teacher checked the final print. Lina kept a list of the approved versions and submitted the final file before the club deadline. There is no record of how readers outside this small group responded.

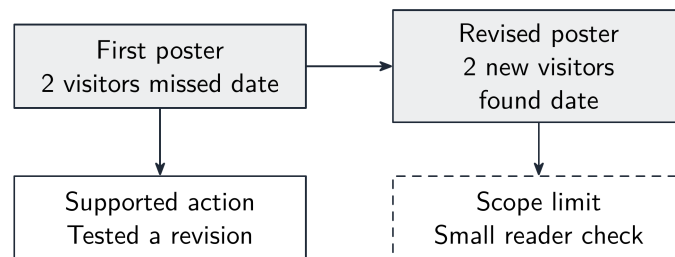
Lina values making information usable for different readers and having time to improve work after feedback. She has not chosen a course or career. In a small group she can explain why a layout changed. During a three-minute whole-class talk, however, she lost her place twice while reading a full script. A partner suggested using three cue words. Lina has not yet tested that suggestion.

■ Source B: first profile draft

“I am naturally brilliant at design and leadership. My poster proved that all readers understand my work. I completed everything alone, so I should choose the most famous design course. I cannot give presentations and will avoid courses that include them.”

■ Worked example: turn a label into a bounded strength

Known: two new visitors located the date after Lina changed its position. The question is what this action demonstrates, not which course she must choose.



Presentation goal: test cue words next
A current difficulty is a separate practice task

Model: “I respond to feedback by testing a revision with readers. Moving the date helped two new visitors find it, although this small check does not represent every reader.” The action and result support the claim. The final clause keeps its scope accurate. No evidence here establishes leadership in every situation or a guaranteed career fit.

2 Practice

2.1 Identify ONE interest and ONE value from Source A. Explain the distinction by naming each correctly. [2]

2.2 Correct TWO misleading claims in the first three sentences of Source B using the evidence notes. [2]

2.3 Write ONE strength claim using Lina’s version-list work. Include her action, the recorded result and a limit to what this proves. [3]

2.4 Replace the final sentence of Source B with a development goal. Include a specific practice task, a feedback check and a review point. You may propose a reasonable review date; do not invent a result. [3]

3 Exam-style questions

3.1 Evaluate Source B as a profile for an adviser. Identify THREE weaknesses, support each with a detail from Source A and explain why the weakness matters. [6]

Solutions

2.1 Interest: comparing how notices help readers find information. Value: making information usable for different readers, or having time to improve after feedback. An interest names an area to explore; a value names what matters in a choice.

2.2 Award B1 each for two evidence-based corrections, for example: only two new visitors were tested, not all readers; the teammate selected pictures and the teacher checked print, so Lina did not do everything alone; the notes support a tested revision, not brilliance in every design or leadership task. Do not award unsupported praise as a correction.

2.3 For example: “I organised the approved versions in a list”, “and I submitted the approved file before the deadline”, “but this single project does not show that I can estimate every project’s time”. Accept another sensible limit to one project’s evidence. Do not require a claimed exact time saving.

2.4 For example: rehearse a two-minute explanation using three cue words; ask a partner whether the order is clear and note where Lina loses her place; review after two rehearsals next week, comparing the observed interruptions. Accept a feasible dated check. “Be confident soon” is not an observable task or review.

3.1 Three supported evaluations, 2 marks each: identify a weakness and relevant evidence, explain its effect on an adviser’s interpretation. Examples: universal success from only two test readers overstates scope; claiming solo work hides the teammate’s pictures and teacher’s print check; permanent inability ignores small-group success and an untested cue-word strategy; course fame is not evidence of fit with interests, values or actual demands. Accept any three distinct supported weaknesses. Repeating “too confident” earns no additional point.

3.2 Local analytic rubric, $8 \times$ B1: accurate interest; accurate value; revision/testing strength with evidence; organisation strength with version-list/deadline evidence; honest limit; own contribution separated from shared work; observable presentation task with a review check; coherent 100–130 word profile without invented qualifications. Example: “I am interested in how public notices help people find information. I value making a message usable for different readers and improving it after feedback. For a club poster, I moved the meeting date after two visitors missed it; two new visitors then found it. I also kept an approved-version list and submitted the final file before the deadline. My teammate selected the pictures and my teacher checked the print, so these were shared results. The small reader check does not represent everyone. I explain changes clearly in a small group, but lose my place when reading a long presentation script. Next week I will rehearse with three cue words and ask a partner to check the order.”