

4.3 Connecting profiles to goals: evidence before commitment

Name: _____ Class: _____ Date: _____ Total: 24 marks

KEY WORDS goal 目标

Objective

Connect personal evidence with a provisional goal, compare alternatives and plan an investigation with a review point. This is original GAC032-aligned classroom practice, not an official assessment or a prediction of career success. Every person, project and route below is fictional.

1 Key knowledge and worked examples

■ Key knowledge: a goal is a reasoned next direction

A **goal** 目标 names what you want to work towards. An exploration goal should connect an interest, a demonstrated strength or a value with a task worth investigating. Enjoying one activity is useful evidence, but it does not prove that you will enjoy every demand of a job. Distinguish what you have observed from what you still need to find out.

Compare at least two plausible options. First check conditions that must be met; then compare preferences. A high preference score cannot cancel a missing required preparation task. Give the next action an observable product and a review point. You can control making a careful investigation, but not another person’s admission decision.

■ Source A: Mei’s project record

Mei enjoys making information easier to use. For a school event, she wrote a one-page visitor guide and revised it after three classmates identified unclear directions. The same three classmates then followed the revised directions correctly in a classroom check. Mei’s teammate drew the map, and a teacher approved the final guide. Mei submitted her own text on time. This record does not show how new readers would use it outside the classroom.

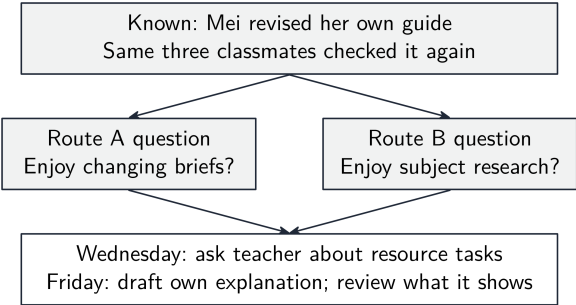
Mei values accessible explanations and time to improve work after feedback. She has not tried responding to a client’s changing brief. She likes a small discussion group, but has not compared different class sizes. She can use the school computer room for one booked hour on Friday. Her teacher has agreed to a 15-minute discussion on Wednesday about the teacher’s own resource-writing work; this is not an admissions interview.

■ Source B: two fictional exploration routes

Route	Tasks in this fictional brief	Condition	Question still open
A: communication design workshop	Revise a guide for a new audience after a changed brief	Bring an original one-page sample; Mei’s text is suitable if she identifies the teammate’s map	Does she enjoy responding to a changed brief?
B: learning-resource workshop	Explain a difficult idea and revise it after learner feedback	Bring a subject explanation; Mei has not yet prepared one	Does she enjoy investigating subject detail before explaining it?

Both workshops are fictional examples, not university programmes. Neither guarantees a job or admission. Mei has not received permission to join either workshop. Their conditions concern the sample task, not a qualification.

■ Worked example: separate a preference from a condition



Mei says, “B sounds friendly, so I am already ready for it.” A friendly setting is a preference; B still requires a subject explanation that she has not prepared. The missing sample cannot be removed by liking the setting.

Decision step	Reasoned record
Personal evidence	Mei revised her own text after reader feedback.
Scope limit	The same three classmates tested it; there was no new-reader check.
Unresolved demand	She has not tested a changing brief or a subject explanation.
Next investigation	Ask about resource-writing tasks on Wednesday; draft her own explanation in Friday’s booked hour.

This investigation could make B easier to compare with A. It is not a promise that B will be better. At the review, check both the completed draft and what Mei learned about the work.

2 Practice

2.1 Identify ONE demonstrated strength and ONE value from Source A. Keep Mei’s contribution separate from her teammate’s.

2.2 Name the missing preparation condition for Route B. Explain why a preference for a friendly setting does not satisfy it.

2.3 Give ONE supported connection between Mei’s profile and Route A. Include personal evidence and ONE limit to the claim.

2.4 Replace “By Friday, I will be accepted into B and know my perfect career” with an exploration goal. Include an action Mei can control, a product or record, and a review point.

3 Exam-style questions

3.1 Compare A and B using THREE distinct criteria: a profile connection, a preparation condition and a demand that still needs investigation. For EACH criterion, make an accurate comparison between both routes.

3.2 Write a 100–130 word recommendation for Mei’s next week of exploration. Choose an investigation rather than a final career. Use TWO details from Source A, consider the alternative route, include the agreed discussion and available computer time, and explain what to review. Do not claim that workshop permission has been granted. [8]

Solutions

2.1 Strength: revising her own text in response to readers, or submitting her text on time. Value: accessible explanations, or time to improve after feedback. Do not award drawing the map as Mei's strength; her teammate did that.

2.2 B needs a subject explanation that Mei has not prepared. A friendly setting is a preference about experience, not the required product.

2.3 For example: A involves revising a guide, and Mei changed her own guide after three classmates' feedback, but she has not tested a changing client brief or new readers outside that group. Accept another relevant bounded claim. Merely liking design earns no evidence point.

2.4 For example: "By Friday I will draft my own short subject explanation in the booked computer hour", "keep the draft and notes from Wednesday's discussion", "then review what I enjoyed, what was difficult and which route needs another check". Do not award guaranteed acceptance or a permanent perfect-career claim. Accept a feasible Route A exploration that still uses a review point.

3.1 Award 2 marks per paired criterion: one accurate detail for A and a relevant contrast or connection for B. Profile: A uses guide revision; B uses clear subject explanation; both connect with accessible information and feedback. Preparation: Mei has suitable original guide text for A if she identifies the map's author; B's subject explanation is missing. Unknown demand: A needs a check of changing briefs; B needs a check of subject investigation. Repeating "both are interesting" is not an evidence-based comparison. Do not treat either sample condition as admission permission.

3.2 Local analytic rubric, $8 \times B1$: chooses a next investigation rather than a guaranteed career; first accurate profile detail; second distinct accurate profile detail; considers the other route; uses Wednesday's agreed discussion for a relevant question; uses Friday's booked hour for a feasible original task; names a review of evidence and an unresolved demand; clear coherent 100–130 word recommendation without invented permission. Example: "Mei should investigate learning-resource work next week while keeping communication design as an alternative. She values accessible explanations and has revised her own guide after feedback from three classmates. That supports exploring clear information, but it does not show whether she enjoys researching subject detail or changing briefs. On Wednesday she can ask her teacher what preparation and revision resource writing involves. In Friday's booked computer hour she can draft her own short subject explanation and keep it beside her guide text. Afterwards she should review what interested her, what was difficult and which questions remain for both routes. She should check workshop permission separately. This week produces evidence for another decision, not proof of a perfect career."