

4.6 Career skills: truthful claims and a safe portfolio

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

KEY WORDS portfolio 作品集

Objective

Match skill claims to evidence, select a permission-safe portfolio sample and design a practice check. This is original GAC032-aligned classroom practice, not an official assessment, a hiring decision or a promise of employment. All people and opportunities are fictional.

1 Key knowledge and worked examples

■ Key knowledge: a useful claim can be checked

A **portfolio** 作品集 is a selected set of work showing what you can do. A sample needs context: its purpose, your contribution, the change you made and the limit of the evidence. A skill is an ability used in a task. A qualification is a recorded award with its own scope. Completing a classroom sample is not a professional qualification.

Choose evidence relevant to the opportunity rather than every achievement. Sharing a group file requires permission and attention to other people’s information. A private application and a public classroom display have different audiences. When evidence is weak, plan a task and a check that could produce better evidence; a confident slogan cannot fill the gap.

■ Source A: fictional opportunity and Arun’s record

A fictional library club asks for a helper who can explain a borrowing procedure, complete assigned files by an internal deadline, and revise instructions after feedback. Selection is not guaranteed. There is no required qualification in this task brief, and Arun has not listed a professional certificate.

Arun wrote the borrowing instructions in a group leaflet. His teammate supplied the layout and photographs. Two classmates confused the return date with the next club meeting date. Arun separated these details in his text, and the same two classmates then identified the return date correctly. He delivered his assigned text file before the review deadline; he did not organise the whole group’s schedule. The leaflet includes photographs of other students and one student’s phone number. There is no recorded permission to share this group file publicly.

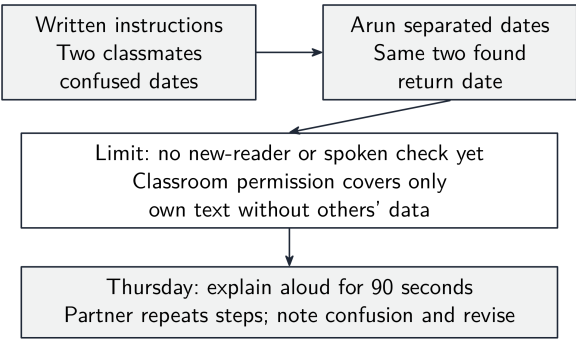
Arun has not practised explaining the procedure aloud. His teacher has agreed that he may use the text he wrote in a classroom practice copy if other people’s information and

images are removed. A partner is available on Thursday lunchtime to listen to a 90-second explanation and repeat the borrowing steps. The partner’s availability is agreed, but the practice result is not known.

■ Source B: first introduction and sharing plan

“I am a qualified professional communicator and managed the whole project. I made every part of this leaflet. The test proves everyone understands my instructions. I will post the complete file publicly to show employers. Next week I will become confident and get the helper role.”

■ Worked example: narrow the claim, keep the evidence



A truthful sample note could say: “I wrote and revised the borrowing text. Two classmates initially confused the dates; after I separated them, the same two identified the return date correctly. My teammate made the layout and photographs. This small repeat check does not show that new readers will understand it.”

Demand	Relevant record	Limit or next check
Assigned deadlines	Arun’s text file arrived before review	He did not manage the whole schedule.
Written feedback	He separated dates after two readers’ feedback	The repeat check used the same two readers.
Spoken instructions	No practice record yet	Thursday: explain in 90 seconds; ask the partner to repeat the steps.

For the permitted classroom sample, use only Arun’s own text and remove the phone number, photographs and other people’s material. This is not permission to publish the original group leaflet. Keep the earlier and revised text if they help explain the change.

2 Practice

2.1 State ONE skill claim supported by Source A and identify ONE unsupported qualification claim in Source B. Give the evidence or missing evidence for EACH. [2]

2.2 Correct TWO statements that exaggerate Arun’s project role or the reach of the reader check. [2]

2.3 State THREE changes or checks needed before making the permitted classroom portfolio copy. Keep this permission separate from public sharing. [3]

2.4 Replace “become confident and get the helper role” with a feasible spoken-skill practice goal. Include the agreed task and time, an observable understanding check and a next revision. [3]

3 Exam-style questions

3.1 Evaluate the proposed public sharing in Source B. Give THREE distinct concerns and connect EACH to a specific detail in Source A and an appropriate action. [6]

3.2 Write a 100–130 word introduction for the fictional helper opportunity. Include the relevant text-revision evidence, Arun’s own contribution, an accurate deadline claim, the limit of the reader check and the next spoken practice. Do not invent a qualification, permission or selection result. [8]

Solutions

2.1 Arun can claim that he revised written instructions after feedback: his separated dates were identified correctly by the same two classmates. The professional-qualification claim is unsupported: no professional certificate is recorded and the leaflet is a classroom sample, not such a qualification. Accept an accurate assigned-deadline skill supported by the on-time text file.

2.2 Award B1 each for two corrections: Arun wrote the text, while a teammate supplied layout and photographs; he delivered his assigned file, not the whole project schedule; the same two classmates passed a repeat check, not everyone or a group of new readers. Do not turn a small result into universal proof.

2.3 Award B1 per distinct relevant action: use only the text Arun wrote rather than the whole group file; remove the student's phone number; remove photographs/other people's material; confirm the copy stays within the teacher's stated classroom-only permission. Removing only a name does not remove a visible phone number or establish permission for photographs. An attribution alone is not permission to publish.

2.4 Explain the borrowing procedure for 90 seconds to the agreed partner on Thursday lunchtime; ask the partner to repeat the key steps and note omissions or confusion; revise the wording/order of any unclear step and arrange a further check without claiming its result. Feeling confident or being selected alone is not an understanding measure within Arun's control.

3.1 Award 2 per concern-action pair: one relevant detail, one appropriate action. Examples: phone number exposes another student's contact information, so remove it from a practice copy; photographs/group layout lack recorded public permission, so do not publish the original file and seek the appropriate permission if future sharing is proposed; "every part" misstates authorship, so identify Arun's text contribution and the teammate's work; classroom-only text permission is not public publication permission, so keep the copy in the permitted setting. Three distinct pairs earn six. Treat photographs and group-layout permission as one concern if the same missing permission/action is repeated. Do not award "credit everyone" as a complete solution to missing consent.

3.2 Local analytic rubric, $8 \times B1$: connects evidence to the helper task; accurately states Arun's own text role; first reader difficulty; specific revision and repeat result; states on-time assigned-file evidence without whole-project leadership; limits the repeat check; feasible spoken practice with understanding measure; coherent truthful 100–130 words without invented qualification or selection. Example: "I would like to help the library club because I enjoy making instructions clearer. I wrote the borrowing text for our group leaflet; a teammate supplied its layout and photographs. When two classmates confused the return date with the meeting date, I separated those details. The same two then identified the return date correctly. This shows a useful revision, but it does not prove that every new reader will understand the text. I delivered my assigned file before review, rather than managing the whole schedule. I still need spoken practice. On Thursday lunchtime I will explain the procedure to my agreed partner in 90 seconds, ask them to repeat the steps, and revise any unclear instruction."