

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.

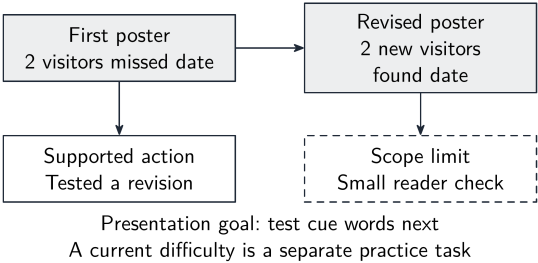
Lina values making information usable for different readers and having time to improve work after feedback. She has not chosen a course or career. In a small group she can explain why a layout changed. During a three-minute whole-class talk, however, she lost her place twice while reading a full script.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



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]

3.2 Write a 100–130 word profile for Lina. Include an interest, a value, TWO strengths supported by distinct evidence, a clear limit and one reviewable presentation goal. Keep her contribution separate from her teammate’s and teacher’s work. [8]
