BERLAGE LYCEUM

Handbook for producing and assessing

the

Profile Project (PWS)

5 havo and 6 vwo

2020-2021

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Introduction

A. This handbook is a guide for the production and grading of the profile project (PWS).
It contains important information for both supervisor (teacher) and student (writer).
Important features of this handbook:

- We focus mainly on research, rather than pure studies/reviews of literature
- We offer a range of different possibilities for the format of your project
- Both the process and the product of your project will be graded (see appendices 1-3)
- The status of the profile project as a proof of your mastery of a subject takes powerful form.

The profile project is one part of your exam dossier. You should see it as a proof of your mastery of a subject. The project is a task in which you display the knowledge and skills you have gained in the final phase of your school career, which is why you do it in your final school year. In life after school, whether during a university course or as part of a job, you will regularly be asked to conduct research and write a report about it. This handbook gives an overview of how you can approach the research, satisfy the requirements of the grading criteria and structure your logbook in a logical and accessible way. Alongside the timeline of deadlines for your project, you can also see how the supervising teacher will grade it (appendices 1-3, pages 13-15).

NB: If you are a TTO student, it is compulsory to write your profile project in English. For projects focusing on other modern foreign languages, you may write in Dutch as long as the summary is written in the target language.

The rules for the new second phase of education are, in short, as follows:

- You may do a profile project for any subject comprising at least 320 hours of study (440 hours for the vwo).
- Your profile project is awarded a rounded grade that, along with your final grade for Social Studies and Cultural Arts, forms part of the combination grade. The average of these subjects forms the combination grade on your final list of grades. This grade weighs as heavily as the grades for your other subjects (for example, Maths B) and so could provide compensation that could mean the difference between passing and failing!

Just as for other subjects, you have the possibility to redo your profile project. What is more, if your grade is lower than 4.0 it is legally compulsory for you to redo the profile project. If you do not, you may not participate in the final examinations.

B. **- The profile project encompasses 80 hours of study *per person*, so it is a lot of work!**
- Normally you work in a pair.
- The *Kick Off* for the profile project takes place during the Project week in July.

The Kick Off:

1. Choose a topic that you find interesting and that you are enthusiastic about! You may of course consult the list of example topics for inspiration, but an original topic idea is always preferable. Find a suitable supervisor yourself: one of your current teachers or another teacher from within school. At the Kick Off your supervising teacher will explain what is expected of you. You can also ask any questions you have about the project. It is your responsibility to keep regular appointments with your supervisor.

2. Make a plan of attack: write a research plan and a timetable (see appendix 4, page 16).
   - The following things are important for your ***research plan:***
   - Report interesting, useful sources of information.
   - Formulate your main research question, sub-questions and a hypothesis (what you expect to find out).
   - Describe your intended way of working, research methods, resources, the format your written project will take and the division of tasks between each student in your group.
   - Searching for and consulting interesting sources of information comes first for a reason. You first need to read around your topic before you will be ready to formulate relevant and interesting research questions, sub-questions, hypotheses and predictions.

- Creating a ***timetable*** involves planning the what? when? who? and the where? for each of your activities: the gathering of relevant information from the literature; setting up and conducting your research; the devising and carrying out of experiments and questionnaires; ordering and presenting your results and information; preparing and delivering your oral presentation to the public.
- This handbook contains a step-by-step plan you can use to begin on these tasks.
- The official title of the profile project, "Profielwerkstuk', could give you the impression that your final product must be a piece of writing on paper. That is certainly not the case! There are lots of possibilities! (See page 6, point 4)

We wish you a lot of pleasure in the making and assessing of the profile project!

Profile project – the step-by-step plan and information

In this document you can find help and rules for working on your profile project. We have tried to design it so that, in the first place, you know what you are doing and, in the second place, you become acquainted with skills and tasks that will be required by your subsequent colleges and universities.
Should you notice things that are unclear or have suggestions for improvement, please report them to your supervisor.

1. Orientation and choice of topic

How can you come up with a good topic idea? Ask yourself these questions:

- What do I want to do in life after school?
- Which school subject(s) do I really like?
- Would I rather make/design something or research a topic or conduct an experiment?
- What have I always wanted to know more about?
- What are the results if I brainstorm with a classmate or other people?
- What inspiration can I get from websites and lists of profile project ideas? (don't copy unthinkingly!)
- What inspiration can I get from looking at examples from previous years?
- Which Unesco goals go with y topic?

You could first consider which school subjects you like best and choose a topic from within that area, but equally you could first choose a topic and then see whether it fits into one of your school subject areas. For example, if you are dyslexic and wish to know more about what a school such as ours can do for dyslexic students, you could link the topic to biology or social sciences. Discuss your ideas as much as possible with classmates, parents and teachers to sharpen them before you make your final decision.

Other things you should think about early on in the process are:

- Who am I going to collaborate with?
- What format will my final product take?
- Which teachers would I like to have as supervisor?
- How do I want to present my profile project? (see section 11 on page 9)

Be aware:

- Teachers sometimes have to say 'No' because they are only allowed to supervise a maximum of five profile projects.
- If you start (too) late, it could be that your favoured supervisor has already reached their limit, or even that there are no supervisors still available for the school subject you wish to base your profile project on!

2. Collaboration (working together)

2.1 Advantages of collaboration

One of the goals of a profile project is that you collaborate (or learn how to collaborate). Collaboration offers a range of advantages: you can approach a topic from different angles (for example if you, as a student with an M-profile, work together with a student with an N-profile, or vice versa), or you can both select a different specialism within a broad topic (one of you researches the Cold War from a Dutch perspective, the other from a Russian perspective, for example). You could also exploit your differing strengths (one has a beautiful writing style, while the other has the confidence to approach people for interviews and questionnaires). We work on the assumption that you will not be working alone.

2.2 The conditions of a good collaboration

To ensure a fruitful collaboration, you should keep the following questions in mind both before and during the project:

- Are you working together because you are both interested in the topic or because you like each other? If only the latter is true, you should perhaps not work together.
- Can you easily meet at a set time to work on your project? This is a necessity!
- Do you have the confidence to tell your partner if they are not contributing enough to the project? Do you have the confidence to say that you would rather work on one section alone, or that your partner should? Can you accept and make constructive use of criticism?
- Can you come up with an efficient system for storing information and the results of your research?

3 Logbook

For your profile project you need to keep a logbook. *Everyone* must do it: even if you are working in a pair, you should keep an *individual* logbook. In the logbook you can show what you have been doing and for how long during every phase of your project. All the time you spend on your profile project should be recorded in this way, including the time spent on orientating yourself with the topic (even if it does not always lead to concrete results - see section 1).
And, according to Dutch educational law, you have to show that you have performed your profile project well – the burden of proof lies with you!

The importance of the logbook for you is:

- You can direct your supervisor to appointments and activities
- You can record how much time you have spent on your project and justify your work to your assessor
- You can make clear what each partner has contributed to the collaboration
- You can better evaluate your research (how much time each phase took and whether the time was well-spent)
- You can reflect on your own work (how can I perform better next time?)
- You practice something that will be asked of you in your subsequent studies

You maintain the logbook yourself and share it with your supervisor. Use the following format, including column-divisions, to structure your logbook:

Date	Duration	Activity	Who-what?	Problem	Solution	Arrangements	Questions for supervisor
16th August	1:20	Book search and reading	Me about apes, Jan about sheep	Little information about sheep	Called a petting zoo; Jan has an appointment there tomorrow	Jan will search further on the internet	Do you know any interesting sheep-related articles?
30th September	0:20	Meeting with supervisor	Together	None		Come up with a suitable format by next week	

It is important that you realise how much time something like a profile project can take. You should therefore also record the following things in your logbook: brainstorming sessions, useless telephone conversations, books that you eventually did not use in your project, quick chats in the corridor, the reading of a logbook if you are one of the readers, etc.

NB: Create a digital version of your logbook and share it with your supervisor so that they get an insight into your work (in Google docs).

4 Possible end products

According to the official rules, you may hand in a range of different products:

- technical designs (e.g. amphibian wheelchair)
- organised debate or alternative oral presentation
- model/image
- film/video/photo/slide show
- poster presentation
- play/musical/fashion show
- PowerPoint or Prezi presentation
- website
- ... and a written report is also allowed ...

Whichever format you choose, every project must include:

- A conclusion/afterword, in which you draw conclusions about your topic and reflect upon the process of producing your profile project. In other words, you are always required to submit some form of written report, the length of which depends upon the format you have chosen for your end product. Always discuss these requirements with your supervisor and set clear guidelines and expectations in advance.
- Appropriate reporting of the sources you have used (citations): see appendix 6, ‘How to cite your sources’, on page 19 in this book.

5 Yes! A plan!?

Once you have chosen a topic, the process of focusing your project begins: which aspects of the topic will you concentrate on, and which will you ignore? These questions go together with the formulation of your main and sub- research questions, which will form the backbone of your project.
It could be that **you and your supervisor** come to the conclusion that your idea is too ambitious to complete in the given time. In that case it's time to refocus and cut down your ideas to a more manageable size.
On the basis of your initial ideas, you will make a plan in which the following questions are answered:

- What is our main research question?
- Why have we chosen it?
- How are we going to proceed? (Who is going to do what?)
- What format will the end product take?
- Which information/equipment/material/people/occasions do we need to produce it?
- What kind of help will I need from my teacher?
- How much money do I need for this project?
- How much time do we need and when will we carry out each phase of the project?
- How are we going to present our work to the public, and what does that mean for the execution of our project? (See page 9, section 11)

Once you have finished making your plan, it is time to discuss it with your supervisor. Mail your supervisor to make an appointment.

6 Going to work

Once you have begun the process of researching your project, it could be that you encounter new information that changes the nature of your research and, by extension, your research question. That is fine as long as you discuss any change in direction with your partner and supervisor, and document and justify it in your logbook.
What kind of work will you carry out once you have started? That depends on your topic, but the bulk of the work will probably consist of a combination of the following activities:

At school (or at home):

- collecting, selecting, ordering and processing information
- writing letters to or phoning people to arrange visits/interviews (send letters via your supervisor!)
- consulting your teacher
- surfing the web
- visiting the 'mediatheek'
- designing, conducting and evaluating experiments
- writing questionnaires
- creating and performing a script, scenario or piece of music
- coming up with interview questions
- pursuing a step-by-step technical or creative design process

Out of school (with external contacts):

- visiting a museum or archive
- visiting an expert or civil servant
- conducting questionnaire research
- conducting experiments
- visiting specialist libraries
- interviewing people
- observing behaviour and developing theories
- experiencing film recordings or stage productions from behind the scenes
- a day's placement at a research institute
- attending a conference
- participating in research as a test subject
- …

7 The mountain of notes: your material

‘The mountain’ is all of the material you have gathered: a photocopied page from a book, a printout from a website, a clickable list of sites with explanation of why they are or are not suitable, newspaper clippings, a list of addresses, a transcript of a telephone conversation, results, the notes from an interview.
The biggest skill is to prevent your material from becoming a literal mountain: order your material (chronologically? Per sub-question? Per type of activity?) throughout the process, for example by putting it in folders with separators, etc. If you can show your supervisor your organization skills during a supervision meeting, you will be awarded a good grade for ‘Process’!

8 Supervision and help. What about my independence?

Supervision can only take place if there is something to supervise. It will be provided in response to your request for it at your own initiative. If you do not keep in contact with your supervisor, your supervisor may approach you themselves but . . . that will not be good for your final grade.

You can expect your supervisor to help you define your topic, come up with ideas for reliable people, experiments and sources of information, and give your work a critical appraisal to help improve your final product. But you must ask for help in order to receive it!
Knowing when to ask for help is important and shows self-knowledge, but you should first think about what you want to ask. For example:
"Don't you have a nice book about this topic because my library card is invalid" is an example of a question that could lead to a low grade.
"I found this English article but I can't find some of the technical words in a dictionary" would be a valid reason to ask for help. Questions like these contribute to a better grade for the process.

BE AWARE! (see sections 9, 10 and 11!)

- ***You must provide your supervisor with a good overview of the process you are carrying out. You can do that by contacting them regularly via email, in person or by sending them pieces of work you have done. Keeping your logbook up to date is another way to keep your supervisor informed of your progress.***
- ***Your supervisor needs to see your process in order to be able to give you a grade that reflects your effort: a process that is unsatisfactorily unclear to your supervisor will lead to a clearly unsatisfactory grade for the process.***
- ***This could mean that you have to start again on an entirely new profile project!***

9 Grading the profile project

Supervisors will grade the profile project using the rubrics below. The final grade is composed of four elements:

10%: Research plan (created during the third project week)
30%: Process
50%: Product
10%: Presentation

For every category in the rubric you can score either 1, 2 or 3 points. Your supervisor can also award 0 points if you have not fulfilled the basic requirements of that criterion. Not every category has the same weight: some are considered more important than others. There are also a few categories that are optional: they only count towards the final grade if they are present in a profile project or ought to be present (such as images, tables and graphs). There is also an additional category (only visible in the Excel grading sheet of teachers) where the supervisor can grade any element that, while not included in the rubrics, forms an important part of the final project. If the teacher wants to use these additional categories then students will receive a justification for their usage.

9.1 Research plan	Mediocre 1	Satisfactory 2	Excellent 3	W
Questions and methods				
Introduction	The introduction is vague and incomplete.	The introduction is sufficient but could be developed more fully.	Introduction is fully developed and a good starting point for the research in question.	
Research question and expected results	Research question is weak and does not relate to the expected results.	Reasonable research question that has some relation to the expected results.	A good research question with expected results that logically follow from said question.	
Sources	Limited number and use of sources.	Satisfactory number of sources. How the sources are being used can still be improved.	Number, quality and usage of sources is good.	
Planning and division of tasks	Insufficient or unclear planning. No or insufficient division of tasks.	Planning is satisfactory and mentions how tasks are divided.	Planning is realistic and includes a clear division of tasks	
Use of language	Many grammatical errors and unclear English	Not too many grammatical errors. English usage is acceptable.	Research plan is clearly written with little to no grammatical errors and in proper and consequent English.	
				t

9.2 Process	Mediocre 1	Satisfactory 2	Excellent 3	We h
Questions and methods				
Research question	The research question is badly formulated, too broad in scope and has little or no depth or justification.	The research question is sufficiently formulated and reasonable in scope. There is some depth and justification.	The research question is clearly and concisely formulated. It's not too broad or too narrow, but appropriately challenging. The choice has been extensively justified.	2
Sub-questions	Sub-questions are badly formulated. They overlap and do not cover the research question.	Sub-questions are correctly formulated but there is some overlap or discrepancy in relation to the research question.	The sub-questions are clearly formulated. They complement each other and are relevant to the main research question.	1
Research methods	The research methods (literature study, empirical studies, etcetera) do not match with the research question and have not been justified.	The research methods (literature study, empirical studies, etc) do match with the research question and have been sufficiently justified.	The research methods (literature study, empirical studies, etcetera) fully match with the research question and have been clearly justified.	2
Target audience	The target audience is vaguely mentioned	The profile project is created with its target audience in mind	The profile project is created with its target audience in mind and the target audience has been actually reached as was intended.	1
Planning and cooperating				
Planning	No or insufficient planning. The planning was unrealistic or wasn't followed.	Planning was realistic and was followed as much as possible. Some deviation from the planning due to unforeseen circumstances occurred, but were not justified.	Planning was realistic and was followed as much as possible. Any deviations from the planning were justified and handled creatively.	2
Writing plan	No writing plan was created.	A satisfactory writing plan (structure and design of the written profile project) was composed.	An excellent writing plan (structure and design of the written profile project) was composed.	2
Division of tasks	One (or none) of the characteristics described in the "good" column were present.	Two of the characteristics described in the "good" column were present.	Cooperation was based on: (1) a clear division of tasks, (2) a fair division of labour, and (3) clear communication throughout the process.	1
Communication with supervisor(s) and co-reader	There was (almost) no communication with supervisors or co-reader.	There was sufficient communication with the supervisor. Not all comments of the supervisor were followed and students depended on comments by the supervisor on several occasions.(A co-reader was consulted if necessary)	There was sufficient communication with the supervisor. Comments by the supervisor were clearly implemented without the students having to rely too much on the ideas of the supervisor. (A co-reader was consulted if necessary)	2
Effort and reflection				
Effort	The effort put into the profile project was insufficient.	The effort put into the profile project was sufficient.	A lot of effort and inspiration was put into the profile project.	2

Creativity and originality	The research is neither creative nor original.	The project includes some creativity, originality and the students' own ideas.	The research is filled with creative and original ideas.	2
Reflection	There was no reflection and criticism was not handled well by the students.	The students handled criticism well; there was some evidence of reflection.	The students handled criticism very well; there was a lot of evidence of reflection.	2
Logbook				
Content	The logbook is incomplete.	The logbook is well structured and gives a clear account of how the students have spent their time. It gives some account of the problem-solving process.	The logbook is well structured, gives a clear account of how time was spent, gives a full account of the problem-solving process and has been timely communicated with the supervisor(s).	1
				tot

9.3 Product	Mediocre 1	Satisfactory 2	Excellent 3	Weight	Score
Presentation					
Lay-out	No effort was put into making the final product look organised and it doesn't look inviting to the reader. The lay-out is messy (e.g. the structure is unclear or illogical), the text is sometimes hard to read or the pictures are unclear.	The final product looks organised. The lay-out is mainly clear. The text is easy to read and there are some pictures.	The final product looks very organised and inviting to the reader. The text and the pictures are very clear.	2 x	
Streamlining	Pages and chapters aren't numbered. The text does not always reference the pictures, tables and graphs or these do not include captions.	Pages and chapters are numbered. The text does reference the pictures, tables and graphs (which do have captions).	Pages, paragraphs and chapters are numbered. The text does reference the pictures, tables and graphs (which do have captions).	1 x	
Content					
Structure of the final product	The structure of the final product is unclear. A main idea is missing: the separate parts do not match and complement each other.	The structure of the final product contains an introduction, a middle part and a clear ending. The main idea is clear but the separate parts do not always match or complement each other.	The structure is clear. There is an introduction, an organised middle part and a conclusive ending. The different parts complement and match: there is a clear main idea.	2 x	
Structure of the chapters and paragraphs.	There is little structure in the different parts (chapters and paragraphs) of the product. There is no main idea.	There is a structure to be found in the different parts (chapters and paragraphs).	The different parts (chapters and paragraphs) have a clear structure. The "story" also has a clear construct.	2 x	
Use of language	The language used is not really that of the author. The language is either too simple or too complicated.	The text has been written in the author's own words and is clear. The use of language is good.	The text is clear and written in the author's own words. The language is completely appropriate to the target audience.	3 x	
Content	The main- and sub questions have not been answered. The conclusion does not match the main question.	The main- and sub questions have been answered to a certain extent. The conclusion matches the main question.	The main- and sub questions have been answered. The conclusions clearly match the rest of the final product and match the main question.	5 x	
Critical approach to sources and results	There is no critical approach to sources and the results. The author(s) does not distinguish between facts and opinions.	Sources and the author's own results have sometimes been critically evaluated. Author(s) mostly distinguish between facts and opinions.	Sources and the author's own results have been critically evaluated. Author(s) clearly distinguish between facts and opinions. There is an error analysis.	2 x	
Tables and graphs (optional)	The results are poorly presented. Tables and graphs are not accompanied by text.	The results are clearly presented. Tables and graphs are generally accompanied by an explanation in the text.	The results are very clearly presented through the use of tables and/or graphs. The tables and graphs are accompanied by an explanation in the text.	1 x	
Images (optional)	The images do not add (or hardly add) anything to the content of the text.	The images do complement the text to a certain extent.	The images have been carefully chosen and complement the text.	1 x	
Bibliography	The bibliography is incomplete or the Harvard system has not been used.	The bibliography is somewhat complete. The Harvard system (or an equivalent system) has been used.	The bibliography is complete. The Harvard system (or an equivalent system) has been used. Citations in the text have been clearly cited.	1 x	
				Total	

9.4 Presentation	Mediocre 1	Satisfactory 2	Excellent 3	Weight	Score
Content					
Research question and theoretical background	The research question is vague and the theoretical background is not clearly described. The way they are presented is uninspiring.	The theoretical background and research question are described satisfactorily. The way they are presented is quite creative and clear.	The theoretical background and research question are described clearly. The way they are presented is very creative and contributes to a better understanding in the audience. It is an enjoyable experience for the audience.	3 x	
Methods and results	The research set-up is not clearly explained and the research results are not clearly presented.	The research set-up is satisfactory clearly explained. The research results are presented clearly in a sufficient way.	The research set-up is clearly explained. The research results are presented clearly in a creative way.	3 x	
Structure					
Voice	Too fast or too slow; hesitant. Intonation/articulation unsatisfactory.	Too fast, too slow or too quiet in places. Intonation/articulation (more than) satisfactory.	Good use of voice: clear articulation, varied intonation; the students are understandable. Calm and controlled delivery, with pauses. Adequate volume. Intonation and articulation clear and expressive.	1 x	

Structure and planning	Student welcomes audience. Content is barely touched upon. Weak ending. “That was my presentation”, or something similar. Little planning in evidence.	Student welcomes audience. Content is explained quite well. Clear links between intro, body and ending. Clear evidence of satisfactory planning.	Student welcomes audience, grabs their attention, presents a well-supported and accurate overview of their project, builds towards a satisfying ending. A well-planned presentation.	1 x	
Enthusiasm	Overly general, giggly, seems slightly uninterested.	Serious, if a little perfunctory presentation.	Students speak enthusiastically and inspirationally about their research and appear comfortable in front of an audience.	2 x	
Creativity / originality	The presentation is neither creative nor original.	The presentation includes some creativity, originality and the students’ own ideas.	The presentation is filled with creative and original ideas.	2 x	
Interaction	No eye contact. Reads mostly from paper, or looks at ceiling/floor rather than audience. Little contact with public.	Makes eye contact with one or two individuals. Directs presentation to the audience on one or two occasions.	Makes eye contact with most audience members. Focuses throughout on the audience, engages and reacts to them.	2 x	
Questions	The students are unable to answer questions from their public sufficiently.	The students are able to answer questions from their public sufficiently.	The students are able to answer questions from their public convincingly.	1 x	
				Total	

Will be added: are Unesco goals mentioned?

10 Fraud and plagiarism

A profile project is your own work, in your own words. Should you encounter a text that says something better than you ever could, quote it. But make clear where your quotation begins and ends and cite your source. “Like this!”
If it appears that you have copied (= plagiarised) some pieces of text (and that includes using the ‘search and replace’ function to change a couple of words), then you are back to square one. If you have only plagiarised a small section, you could be offered the chance to do a total rewrite of that section in which you properly process the material gathered from other sources. Any cases of plagiarism will be passed on to the examinations committee, who will make a binding decision. See the school rules regarding exams for more information.
Study the document about how you should quote and cite sources: ‘How to cite your sources’ (see appendix 6, page 18). Apply these guidelines throughout the production of your final product.

11 The presentation to the public

In January 2020 all the profile projects will be presented to an audience of parents, teachers and students. You will receive more information about this evening from your mentor and supervisor closer to the time.

During the presentation you need to do more than simply relate the content of your profile project. Elements that should be evident in your presentation include:

- an explanation of your choice of topic
- a concise insight into the content of your profile project
- a display of (a section of your) final product with explanation
- possibly some discussion with your audience (keep an eye on the time!)
- stories about the process: anecdotes, the ups and downs of the whole project-trajectory
- optional: do’s and don’ts for H4-/V5 – audience members

In other words, do not just show your final product PowerPoint presentation …

TTO students present in English.

Tip: set aside around 5 hours in your logbook for the preparation of your presentation.

Be aware!: your profile project grade only becomes valid after you have delivered your presentation to an audience! (For the presentation grading criteria, see appendix 3, page 15)

12 What and when: planning

To reduce the risk of failure, in the timetable below the whole profile project process is divided into separate phases, each of which needs to be finished at a fixed moment of evaluation.

When	What	Action
23-26 June 2020	Project kick-off Project Week	● Information session for 4H students ● **Fill in your choice of profile project topic and supervisor on Google docs before Monday 8th July**
	Set up supervision and gather information about your topic. Make a plan get to work!	● Make follow-up appointments with your supervisor ● Gather information from the literature ● Make a plan of attack (research plan and timetable): formulate your topic, main- and sub-questions ● Make a logbook and share it with your supervisor and partner (Google docs)
19th-21th August 2020	3 PP-Days. Go to work and develop your research question and sub questions	● Hold follow-up meetings and maintain email contact with your supervisor . ● Carry out tests and conduct a study of the literature. ● Order and process your information and results
9-13 November **13th November 2020 (16.00)**	PP-week Hand in the first version of your profile project	● Put a draft version of your profile project together: chapters, layout, tables, conclusion, bibliography (list of literature) ● Hand in the full draft version
30th November 2020	Receive a provisional grade for your project	● Receive a grade and feedback to improve your profile project.
From the 30th November 2020	Improve and refine your profile project	● Process and apply the feedback from your supervisor
17th December 2020 (16.00)	Final deadline for the profile project	● 16.00 Hand in a **printed and bound** version of your profile project to your supervisor. Send a digital copy to the head of the havo/ vwo department.
The week of the 11th of January 2021	Receive feedback	● Receive feedback to help you improve your presentation.
4th February 2021	Profile project presentations	● Rehearse in the afternoon and present for parents and family in the evening. Presentations on stage by the winners of the Berlage profile project prize
18th February 2021	Definitive grade for the profile project	● Receive your total grade

The supervision of the profile project

1. The mentor

The mentor regularly checks the progress of the profile project for every member of their mentor class. At set times the mentor teams discuss the mentor's responsibility for the supervision of the profile project. (What have you as mentor done to support your students in their project? What obstacles have you encountered? For which students do you anticipate problems? Have you informed the exam secretary?). Students need to keep in touch and regularly check their findings and results with their supervisor.

Fill in your choice of profile project topic and preferable supervisor on Google docs by 26th of June at the very latest.

Ask your mentor to complete the form "Inventory of profile project for mentors" (appendix 8, page 21). This form allows your mentor to keep an eye on the progress of your profile project (that your research plan is finished, that you are keeping your logbook up to date, that you are maintaining contact with your supervisor).

2. The exam secretary

By 26th of June at the very latest, all students must have filled in their choice of topic, supervisor and collaborator in the relevant document in Google docs.
The exam secretary asks mentors and supervisors to only report students who have not taken any visible steps towards beginning their profile project (see below, points a, b and c). In case of serious problems, the exam secretary shall contact the student and their parents in writing about possible consequences and sanctions.

3. Teacher-supervisors

- Exchange email addresses with the student you are coaching at the first meeting.
- As teacher-supervisor, you are required to provide some measure of coaching and direction to the student who has asked you for supervision. You can do that by maintaining monthly mail contact with your student (if the student has not approached you themselves).
- All students should write their profile project in English. The English department will support the students where necessary (in consultation with the supervisor).
- At the beginning of the process, make the student aware that their process grade will be lower in proportion to the amount of initiative that the supervisor needs to take. (It could even become unsatisfactory, with all the consequences of that!).
- You set clear agreements for when each phase of the project needs to be completed/handed in. You take account of the phases and evaluation moments reported in section 12 (page 10).
- Keep a copy of all the mails related to the profile project until it is finished.

Teacher-supervisors are obliged to provide information to the exam secretary.

- For the duration of the entire profile project process, the supervisors should keep the exam secretary up to date of all changes related to the students, subjects, topics and titles of the projects they are supervising. This should happen via email: b.spier@berlagelyceum.eu

Supervisors may only assess the profile project using the grading criteria contained in this handbook. They should also take account of the importance of the profile project and the level of the course. A grade is calculated on the basis of the grading criteria.

After the completion of the profile project, the supervisors pass on the title and grade to the exam secretary in the form of a signed "Profile project grading form for teachers", keeping a copy for themselves. This should take place as soon as possible after the completion of the project, and always before the deadline stated in section 12.

A teacher who supervises a profile project is also actively present on the profile project presentation evening, for example as chairperson.

4. Discussion and consultation

An annual information evening will be held for mentors and prospective supervisors.
If required, “exchange meetings” will be held for profile project supervisors. Aims: the sharing of problems and experiences, the discussion of quality requirements, presentation of new insights, etc.

5. Be aware!

A teacher may only supervise a profile project that is (partly) based on the subjects for which he/she is qualified. If a student chooses you to be their main supervisor, but you are not qualified for at least one of the subjects on which the profile project is based, then he/she must approach a second supervisor who is suitably qualified to assess the content of the project.
In such cases, the main supervisor supervises the whole process and the format of the final product, while the second supervisor assesses the content.
For TTO students, a member of the English department could serve as second (or third) supervisor in cases where the main supervisor would like some help to assess the English of the profile project.

In general, each teacher may only supervise three profile projects. Teachers who have more time may supervise a maximum of five profile projects.

Thus:

- Teachers sometimes have to say “No”.
- If you as a student begin late, it could be that your favourite teacher has no more space to supervise your project. If you are particularly unlucky, it could be that there is no available supervisor for your chosen subject area!

In conclusion

We hope that the profile project will be a valuable and educational experience for you, and that it will provide a good basis for your further studies after school. Be sensible and use your time wisely to produce something as good as possible.

In short: go for it!! Good luck!

How to make a plan of attack

Appendix 1 (students)

It is not only important to know what you are going to research, but also who is going to what, when, and how much time each activity will take. This information should feature in your plan of attack. The plan of attack consists of a **research plan** and a **timetable.**
Your research plan should contain your main research question, your sub-questions, hypothesis/expectations, working methods, sources of information/resources, presentation formats and the division of tasks. The timetable outlines how long each activity will take and who will carry out each activity and when. Once you have put all your activities in the correct order, allocate how many hours you think will be necessary to complete each one. After that you should create a visualization of how each activity overlaps on a timeline (including start and end times for each activity).
Because you will not be working alone, it is particularly important to know who will perform each activity and when. Each students' contribution to the project should be clearly visible from the plan of attack. For your project to proceed smoothly, you need to describe each activity in detail in the plan of attack and to ensure that your individual research plans are in harmony with one another.
Keep your timetable as concise as possible: it should be a maximum of a half page of A4 paper. The whole plan of attack does not need to be longer than a single page of A4. Below is an example of a plan of attack:

Example of a research plan

	What	Explanation
	Main research question	How does temperature influence the rate at which glucose ferments? (subjects: biology, chemistry, physics)
	Subquestions	Is there an optimal temperature and, if so, what is it? Which processes take place during fermentation and can we follow these processes by measuring optic activity with a polarimeter?
	Hypothesis/ predictions	We predict that there is an optimal temperature for fermentation of around 40 degrees Celsius. Because glucose is dextrorotatory, we expect to be able to gather information about the fermentation process from the axis of rotation.
	Working methods	We will add yeast to glucose solutions of differing concentrations (0.25 - 1.5 mol/1, at intervals of 0.25) and at differing temperatures (25 – 50 degrees Celsius at intervals of 5 degrees Celsius). Having let them stand for four hours, we will measure the optical rotation using two polaroid filters.
	Sources of information/ Resources	Books: *Chemistry in theory and practice* by H. van Keulen. *Polarised light in nature* by G.P. Köhnen *Nature & Technology 1992, Enzymes.*
	Presentation format/ Division of tasks	Written report and an oral presentation for an audience. Bas is responsible for processing the results because he is adept in the use of computer programmes. Friso is responsible for the theoretical part of the research. We will work together as much as possible.

Example of a timetable

	Activity	How long?	When?	Who?
	Collect information from the literature and read around the topic.	12	August	Friso
	Work out research set up and the format of the experiment	20	September, October and part of November	Together
	Carry out experiments and collect data	24	November and first week December	Bas
	Order and process data	20	December	Together
	Prepare and deliver the oral presentation	4	January	Together

Requirements for the *written report* **Appendix 2 (students)**

Compulsory sections:

- **Title page**

Must contain:

  - The title of your project
  - The name and class of the student(s)
  - The school subject(s)
  - The name of your supervisor

- **Contents page**
- **Introduction**

Here you should describe:

  - Why you chose this particular topic
  - The main research question and your sub-questions
  - How you have approached the research

- **Main body of the report**
  - This is the most important part of the profile project. Together, the chapters should offer an extended and nuanced answer to your main and sub- research questions.
- **Conclusion**
  - Restates the main research question and summarises the previous chapters
  - Answers the main research question and the sub-questions
- **Bibliography**
  - For each work consulted, state: author, title, place and year of publication, and the number of the edition/printing
  - Also list the internet pages you have consulted
- **Appendix/appendices** (optional)
  - The appendices contain material (e.g. tables, graphics, long sections of text from your sources, etc.) which would affect the readability of your profile project if they were to be included in the main body
  - You should also cite the sources used in your appendices
- **Glossary** (optional)
  - An alphabetical list of words/subject-specific terminology you have used in your profile project. Each should be accompanied by a definition
- **Timeline and logbook**
- **Sources and material book** (possible)

Design:

- **Paper format and layout:**
  - A4 format
  - Margins 2.54 cm
  - Line spacing 1 and font Times New Roman 12 or Arial 11
- **New page:**
  - Every chapter begins on a new page; sections do not
  - Introduction, conclusion, bibliography, appendices and glossary are regarded as chapters
- **Paragraphs**
- **Page numbering**
  - Every page of your profile project, except for the title page, should be continuously numbered
- **Spelling and phrasing**
  - These must be faultless
- **Length**
  - The length of your written report will depend on the nature of your project. As a general guide: a minimum of 12 pages and a maximum of 20 pages, from introduction to conclusion
- **Layout**
  - Traditional profile projects will be word processed. If you have a different form of presentation in mind, discuss this with your supervisor in advance.

How to cite your sources **Appendix 3 (students)**

You may not summarise or change the work of others and present it as your own. That is known as *plagiarism*.
If you have studied literature and other sources for your project, you may use relevant sections in your written report. Using a clear system of quotations and references, you can clearly show which parts of your report have been taken from other sources. By referring to your references, your teacher should be able to see:

- Which sources you have consulted (reliability)
- Whether you have used a variety of sources
- Whether you have used your source correctly
- Whether important sources are lacking
-

You can make use of other people's work in two ways: by *paraphrasing* (explaining their ideas in your own words) or by *quoting* (using a section of text from your source). Quotations must always be placed between "quotation marks".
A list of sources consulted during your research (a *bibliography*) should appear at the end of your written report. The publications in your bibliography should be listed in alphabetical order by author's surname. There are various possible types of sources, which you should describe as follows:

References to internet sources (text, illustrations, graphics and images)
Surname of author/filmmaker/illustrator, initial(s) (year of publication or update). *Title of the document or website.* Consulted on day-month-year, address website.

Examples:
Meijden, B. van der (1998). *Schiphol als thema voor een geschiedenis-, internet- en/of profielwerkstuk.* Consulted on 7th July 2005, http://www.histopia.nl/schiphol.htm

Ministerie van Sociale Zaken en Werkgelegenheid (w.d.). *WAO: informatie voor werknemers over de kabinetsplannen*. Consulted on 3rd August 2004
http://home.szw.nl/navigatie/rubriek/dsp_rubriek.cfm?rubriek_id=991&subrubriek_id=995&link_id=30945

De geschiedenis van het internet. Consulted on 7th July 2005
http://www.be-wired.nl/info/geschiedenis.htmhttp://owa.hetbaken.nl/exchweb/bin/redir.asp?URL=http://www.be-wired.nl/info/geschiedenis.htm
http://owa.hetbaken.nl/exchweb/bin/redir.asp?URL=http://www.be-wired.nl/info/geschiedenis.htm
NRC Media (6th June 2006) Van You Tube tot contract met Timberlake. Retrieved from NRC.nl:
http://www.nrc.nl/media/articlehttp://www.nrc.nl/media/article

References to books/films
Author's surname, initial(s) (Year of publication). *Title. Subtitle.* Place of publication: publication

Example:
Ouwerkerk, D. van en J. van der Grinten (2004). De kracht van zacht. Wat mannen over vrouwelijke vergaderstijlen kunnen leren. *In: Interne Communicatie* 4, p. 11-13.

Example:
Dongen, Menno van (7th July 2005). Bestuur hoofdstad is niet effectief. *In: Volkskrant.*

Notes about the bibliography

- What if the date of publication has not been included? Write w.d (without date, see internet source example 2)
- Is it unclear who wrote a text? Then include the organization responsible for the text (see internet source example 2). Is the organization also unknown? In that case, put the title first in your bibliography and the year of publication afterwards, followed by the rest of the reference (see internet source example 3). You can place this source in your bibliography according to the first letter of the title.
- A web address always begins with http:// and should be underlined.

- Sometimes a text has been written by more than one author. State no more than three author names in your bibliography. If there are more, state the first three followed by the abbreviation *et al* or e.a.
- References in the body text of your project.

When you paraphrase or cite a text literally in the body of your written report, you can also refer to the source on that page. Because a full reference to the source appears in your bibliography, here you need only include a short reference between brackets, directly following the quotation or paraphrase.
Such a reference looks like this: (author, year of publication: page number)
Example: “Er vielen veel slachtoffers onder de mariniers in Vietnam. Drie procent van de mariniers in Vietnam sneuvelde, en zo’n 17 procent raakte gewond.” (McNab en Wiest 2003: 87)

Profile project grading form. **Appendix 4 (teacher)**

- final assessment -

Participating students.

Name	Surname	Class/mentor	Profile	Grade

School subjects and supervisors involved

Subjects (maximum of 3)	Supervisors	Signature
1	1	1
(2)	2	2
(3)		

Definitive title of the project:

Date of submission: ___-___ -20___

Date of final assessment discussion: ___-___ -20___

Oral presentation completed: Y / N

NB. Your final grade is only valid after you have delivered your oral presentation to an audience!!

Brief notes or feedback on the project and/or the assessment:

(Supervising teacher: hand in this document to the exam secretary (keep a copy for yourself)

Inventory Profile Project Mentor

Hand in a digital copy to your mentor

Appendix 5 (student + teacher)

Name:_____ Class: _____ Mentor: _____

Profile: CM / EM / NG / NT (circle)

<u>Inventory Profile Project</u>

1. Topic, main- and subquestions ready and checked? Y / N , dd. ____
2. Email addresses exchanged? (with partner(s) and supervisor) Y / N
3. Information gathering has been scheduled? Y / N , dd. ____
4. Information gathered? Y / N , dd. ____
5. Appointment made for a second meeting with supervisor? Y / N , dd. ____
6. I am working with: _____ or:

   I am working alone` _____

   7. Definitive topic: _____
   8. Preliminary title: _____
   9. Is your plan of attack (research plan and timetable) ready? Y / N
   10. Logbook created and up to date Y / N
   11. Self-assessment form sent to supervisors? Y / N , d.d. __
   12. Definitive supervisor(s): _____
   13. School subject(s) involved: _____

NB. At least one exam subject should be involved.

Minimum size of that subject: HAVO: 320 uur; VWO: 440 uur.

Give a short commentary on the following aspects:

1. Contact with supervisors.

   _____

   _____

2. Your own evaluation of your progress so far.

   _____

   _____

3. Collaboration with your partner.

_____

_____

Frequently asked questions Profile Project 2020 - 2021 **Appendix 6 (student)**

1. How should I begin?
Begin by asking yourself questions such as:

- What do I want to do after school?
- What is my favourite school subject?
- Do I want to make/design something or research or carry out an experiment?
- What have I always wanted to find out?
- Who will I work with?
- What form will my final product take?
- Which teacher do I want to supervise my project?

You can also consult section 6.1 of this book!

2. May I work on my profile project during the mentor hour?
Discuss this with your mentor.

3. Who is going to grade my profile project?
Your supervisor(s)

4. How many teachers will grade my oral presentation?
Only your supervisor(s). That is mostly one or two teachers.

5. When will I be satisfied that my profile project is finished?
If you have any doubts about whether what you have written is satisfactory or finished, discuss them with your supervisor(s).

6. For which subject does the grade for my profile project count?
For your profile project you receive a rounded grade that counts towards your combination grade, together with your final grades for 'maatschappijleer' and 'ckv'. The average of these grades appears as the **combination grade** on your final transcript (grade list). This grade weighs just as heavily as the other grades on your final list (for example, wiskunde B) and could thus play an important part in compensating shortcomings for other subjects. It could even mean the difference between you passing and failing!

7. How many sides of A4 should my profile project consist of?
The number of sides is not important. Far more important is that your profile project satisfies all the requirements (see grading criteria). Your supervisor can help you with this. Keep to a maximum of twenty pages.

8. How do I cite my sources?
See appendix 6 in the profile project handbook.

9. Is information from the internet enough or do I also have to read books?
Ensure that you have a good overview of your topic by consulting a range of different sources: internet websites, but also books, magazines and journals, interviews, films and documentaries, etc. The answer to this question also depends on the type of research that you are doing. For example, for biology you should also consult recent academic articles online (books quickly become superseded in some disciplines). For history, on the other hand, you can find out much more from books than you would otherwise be able to learn from the internet alone. This is the sort of question that you should discuss with an 'expert': your supervising teacher.

10. May I reproduce information from books and the internet?
A profile project is your own work, in your own words. Should you encounter a text that says something better than you ever could, quote it. But make clear where your quotation begins and ends and cite your source. "Like this!"
In cases of fraud or plagiarism, it could be that you have to begin again from square one.

11. How can I make a plan of action?
See points 6 and 7 of your profile project handbook.

12. Do I have to make a powerpoint presentation or can I use a different format?
According to the official rules, you may hand in a range of different products:

- technical designs (e.g. amphibian wheelchair)
- organised debate or alternative oral presentation
- model/image
- film/video/photo/slide show
- poster presentation
- play/musical/fashion show
- Powerpoint or Prezi presentation
- website
- ... and a written report is also allowed ...

13. What happens if I get a failing grade for my profile project?
Just as for other subjects, you may redo the profile project. If your grade is lower than 4.0, it is legally compulsory that you redo the project: otherwise you are not allowed to sit your final examinations.

14. What is a logbook?

In the logbook you can show what you have been doing and for how long during every phase of your project. All the time you spend on your profile project should be recorded in this way, including the time (perhaps without any concrete results!) spent on orientating yourself with the topic (see section 1). Share your logbook with your supervisor and your partner on Google docs.

15. Is it really necessary to make appointments with my supervisor?

- Your supervisor needs to see your process in order to be able to give you a grade that reflects your effort: a process that is unsatisfactorily unclear to your supervisor will lead to a clearly unsatisfactory grade for the process.
- This could mean that you have to start again with an entirely new profile project!

In case you have any other questions: ask your supervisor(s)!

Good luck!!