



Handbook for producing and
assessing the

Profile Project (PWS)

5 havo and 6 vwo

2025-2026

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Introduction

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: Because you are all TTO students, 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 the combination grade. The average of these three grades is 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 points and 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.

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 in May 2025.

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. Think of a suitable supervisor yourself: one of your current teachers or another teacher from within school. Do not hesitate to ask questions. The questions can be asked to your mentor, one of your teachers or the PWS coordinator.
2. Before the 3rd of June you have to fill in the application form for a supervisor. By filling in this form you supply information about:
 - with whom you will work together,
 - which subject you have chosen,
 - what the topic is of your profile project
 - what the reason is why you have chosen this topic
 - the way you want to conduct your research.
3. After filling in this form the teachers of your subject will approve or not your proposal. And when it is approved they will decide who is going to be your supervisor. Your supervisor will then contact you.
4. Before the profile project days in July (7 July and 8 July) you will discuss with your supervisor what you are going to do in the profile project days.

The first week of the school year, Wednesday August 27 and Thursday August 28:

Make a plan of attack: write a research plan and a timetable (see appendix 4).

The following things are important for your **research plan**:

- Report interesting, useful sources of information.
- Make a summary in your own words of the information in your collected sources.
- 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)

At the end of the two profile project days on Thursday August 28 you will send your plan of attack to your supervisor. The plan of attack will be marked, this is 10% of your final mark.

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 your topic? (see page 8)

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 usually only allowed to supervise a maximum of three 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 / Time table

For your profile project you need to keep a logbook / Time Table. *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 format as given in Classroom. But if you make a scrap it could look like this:

Date	Duration	Activity	Who-what?	Problem	Solution	Arrangements	Questions for supervisor
29th June	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.

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/slideshow
- poster presentation
- play/musical/fashion show
- website
- ... and a written report is also allowed ...

Whichever format you choose, every project must include:

1. 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.
2. Appropriate reporting of the sources you have used (citations): see appendix 6, 'How to cite your sources', 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?
- Is there a link with an UNESCO goal?
- 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 'library'
- 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 organisation skills during a supervision meeting, you will be awarded a good grade for 'Process'!

8. UNESCO

Since we are an UNESCO school it would be nice if you can link your topic to one of the UNESCO goals:



The 17 sustainable development goals (SDGs) to transform our world:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

9. 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!

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!***

10. Grading the profile project

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

HAVO
10%: Starting document and Research plan
30%: Process
50%: Product
10%: Presentation

VWO
10%: Starting document and Research plan
20%: Process
60%: Product
10%: Presentation

For every category in the rubric you can score either 0, 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.

Don't forget to mention the UNESCO goals you want to investigate with your topic, or how you can link your topic to one (or more) UNESCO goals.

11. 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.

12. The presentation to the public

In February 2025 all the profile projects will be presented to an audience of parents, teachers and students. Also students from VWO 5 and HAVO 4 will be present. 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)

13. 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
Mai 2025	Profile Project kick-off information by your mentor and by teachers.	Read the handbook Think about a subject and a topic.
3rd June	Fill in the application form	You fill in the application form for a supervisor, you supply names, subject, topic and motivation
7th - 8th July	PP-Days Gather information about your topic and make a plan.	Make a logbook and share it with your partner (Google docs) Read the HANDBOOK Gather information from the literature
27th + 28th August 2025	PP-Days. Go to work and develop your research question and sub questions	Maintain email contact with your supervisor. Improve your research questions. Study of the literature. Make a plan of attack Hand in your starting document, with background information on your topic and your research plan.
19th September	Receive a grade for your starting document	
17th October 2025	Hand in first part of your profile project	Carry out tests or study the literature. Order and process your information and results
24 - 28 November 29th November (18.00)	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
8th December	Receive a provisional grade for your project	Receive a grade and feedback to improve your profile project.
From the 9th December 2024	Improve and refine your profile project	Process and apply the feedback from your supervisor
5th January 2026	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.
Week of the 26th of January	Receive feedback	Receive feedback to help you improve your presentation.
11th February	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
20th February 2026	Final 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 partner in the form by 3rd of June at the very latest.

Ask your mentor (September 2025) to complete the form “Inventory of profile project for mentors” (appendix 8). 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 3rd of June at the very latest, all students must have filled in their choice of topic, supervisor and collaborator in the relevant document in Classroom.

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

- Check if your student works in Classroom, only accept documents in Classroom.
- 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 final dates 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.
- Use Classroom to communicate with your students. A copy of all the mails related to the profile project will be kept in this app.

Teacher-supervisors are obliged to provide information to the exam secretary or PP coordinator?

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 in Classroom. 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

Two times an information moment will be held for mentors, students and 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.

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!

Appendices

Appendix 1 How to make a plan of attack (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 visualisation 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)
Sub questions	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/l, 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: <i>Chemistry in theory and practice</i> by H. van Keulen. <i>Polarised light in nature</i> by G.P. Köhnen <i>Nature & Technology 1992, Enzymes.</i>
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	Illias	
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	Maria	
Order and process data	20	December	Together	
Prepare and deliver the oral presentation	4	January	Together	

Appendix 2 Requirements for the *starting document* (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

Summary of the collected information

You have read a number of sources related to your topic. Use this information to write a summary. You should only use information that is relevant for your Profile Project.

You have to write the summary in your own words, so no copying of text from the internet and no AI generated text. It is **not** considered to be written in your own words when you only changed a number of words from sentences that you copied from a source.

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

Design:

Paper format and layout:

- A4 format

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

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.

Appendix 3 How to cite your sources (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.htm>
<http://owa.hetbaken.nl/exchweb/bin/redirect.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/article>

When you use Google Scholar you can easily get a proper citation. For example you have found an article on the PET rocket.

Optimization of Flight Performance of **PET Bottle Rocket** by Integrated Analysis of " Dynamics Simulation System" and" Parameter Design"

K Kikuta, E Toma, H Tanaka - Journal of the Institute of Industrial ... , 2019 - cir.nii.ac.jp

... Abstract: **PET** bottle **rocket** is a **rocket** system that obtains ... in the **PET** bottle **rocket** are many in common with the actual **rocket** ... the flight performance of **PET** bottle **rocket**, and theoretically ...

☆ Opslaan [Citeren](#) Verwante artikelen

Click on "citeren" and you will see the screen below

MLA Kikuta, Kazushige, Eiji Toma, and Hiroshi Tanaka. "Optimization of Flight Performance of PET Bottle Rocket by Integrated Analysis of" Dynamics Simulation System" and" Parameter Design"." *Journal of the Institute of Industrial Applications Engineers* 7 (2019): 59-71.

APA Kikuta, K., Toma, E., & Tanaka, H. (2019). Optimization of Flight Performance of PET Bottle Rocket by Integrated Analysis of" Dynamics Simulation System" and" Parameter Design". *Journal of the Institute of Industrial Applications Engineers*, 7, 59-71.

ISO 690 KIKUTA, Kazushige; TOMA, Eiji; TANAKA, Hiroshi. Optimization of Flight Performance of PET Bottle Rocket by Integrated Analysis of" Dynamics Simulation System" and" Parameter Design". *Journal of the Institute of Industrial Applications Engineers*, 2019, 7: 59-71.

Click on the text next to APA and then you can just copy the text (use Ctrl C). The result is then:

Kikuta, K., Toma, E., & Tanaka, H. (2019). Optimization of Flight Performance of PET Bottle Rocket by Integrated Analysis of" Dynamics Simulation System" and" Parameter Design". *Journal of the Institute of Industrial Applications Engineers*, 7, 59-71.

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)

Appendix 4 Profile project grading form. (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)

Appendix 5 Inventory Profile Project Mentor (student + teacher)

Hand in a digital copy to your mentor



Name: _____ Class: _____ Mentor: _____

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

Inventory Profile Project

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.

Appendix 6 Frequently asked questions Profile Project 2025 - 2026 (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!!

