



Handbook for producing and
assessing

the

Profile Project (PWS)

5 havo and 6 vwo

2017-2018

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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, forms part of the combination grade. For vwo students the grade for General Science also contributes. 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 on Tuesday 24th May, for both Havo and Vwo. A follow-up to the *Kick Off* will take place on Tuesday 11th 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?

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 October	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 October	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 18 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 Assessment and assessors

You are assessed both for the process and for your final product. Normally your assessor will be your supervisor.

However, you could choose to invite a second person to contribute to the grading of the final product. In some cases you ***must*** find a second grader: see page 12, point number 5!

9.1 The definitive grade for the final product

9.1.1 The process grade

Grading the process takes place *remotely*. For that to work, you (every individual!) must do the following:

- Mail your supervisor your logbook once per month.
- In that email you should answer the following questions where relevant:
 - How have you responded to the previous month’s criticism and suggestions?
 - What was the reaction to your criticism of the previous month?
 - Looking back on what you have done, what would you do differently next time?
 - Looking forward, what are you going to do in the next month and when exactly?

During supervision meetings, you and your supervisor will make a list of points of discussion and decisions made. You can also include this list in your logbook; your supervisor will keep the list to consult during your next supervision meeting.

As the process proceeds, your supervisor will gradually fill in more and more on the process grading criteria form, so that by the end of the process an accurate assessment of your work has emerged. This assessment is then converted into a grade. You have the right to see what this grade consists of.

9.1.2 The product grade

Your supervisor will arrive at a grade for the final product using the product grading criteria form. In cases where there are two supervisors, they will each fill in the product criteria form and then reach an agreement on the final grade for each criterion. You will then be given a grade for the end result.

9.2 The presentation grade

The final oral presentation of your project will be graded by your supervisor using the presentation grading criteria form (see page 9, section 11). (It could also be a good idea to ask your audience for feedback).

N.B. You can find the grading criteria for your presentation, process and product in the appendices of this handbook (appendices 1-3, pages 13-15). Study them carefully so that you know what is and what is not expected of you.

9.3 The weighting of each part of the project

The weighting between the process, product and presentation grades works as follows: **process grade: 3, product grade: 6 and presentation grade: 1.**

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 March 2018 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: dos 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
Tuesday 11th July 2017	Project kick-off	<ul style="list-style-type: none"> Information session for 4H/5V students and teachers
Friday 14th July 2017		<ul style="list-style-type: none"> Fill in your choice of profile project topic and supervisor on Google docs before Monday 17th July
September 2017	Set up supervision and gather information about your topic. Make a plan get to work!	<ul style="list-style-type: none"> 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)
25th September 2017	Hand in	<ul style="list-style-type: none"> Main and sub- research questions and your plan Hold follow-up meetings and maintain email contact with your supervisor
October 2017		<ul style="list-style-type: none"> Finish your plan of attack (research plan and timetable) and share it with your supervisor Carry out tests and conduct a study of the literature 14th October 16.00 – hand in partial draft version Fill in the form 'Inventarisatie PWS mentor' (by 14th October at the latest) and keep your supervisor abreast of your progress (see appendix on page 20).
October 2017	Project week V6: time to work on the profile project	
October/November 2017	Go to work and develop your draft version	<ul style="list-style-type: none"> 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 Put a draft version of your profile project together: chapters, layout, tables, conclusion, bibliography (list of literature)
6th November 2017	Hand in the first version of your profile project	<ul style="list-style-type: none"> Hand in the full draft version
20th November 2017	Receive a provisional grade for your project	<ul style="list-style-type: none"> Receive a grade
From 21th November 2017	Improve and refine your profile project	<ul style="list-style-type: none"> Process and apply the feedback from your supervisor Prepare and practice your presentation
22th December 2017	Final deadline for the profile project	<ul style="list-style-type: none"> 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 vwo department.

16th January 2018	Profile project presentations	<ul style="list-style-type: none"> • 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
19th January 2018	Definitive grade for the profile project	<ul style="list-style-type: none"> • Receive your grade

The supervision of the profile project

1. Start: teacher-supervisors and mentor

After having read this handbook thoroughly, the teacher-supervisor starts the process with a student or students.

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?)

Fill in your choice of profile project topic and supervisor on Google docs before 25th September.

Ask your mentor to complete the form "Inventory of profile project for mentors" (appendix 8, page 21) by Wednesday 1st November 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 25th September 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).
- TTO 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: g.deboer@berlagelyceum.eu.

Supervisors may only assess the profile project using the grading criteria contained in this handbook (see appendices 1 – 3 on pages 13 to 15). 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 a 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!



Process grading criteria – profile project

Appendix 1 - teacher

Not every criterion will always be relevant to the profile project. Cross out where necessary. These criteria should be completed over the course of the project. To calculate the process grade, multiply the total amount of points by ten (total x 10) and divide that by three times the number of criteria used (3 x number of criteria used).

Key to the grades:
 0 = missing/inadequate
 1 = mediocre
 2 = satisfactory
 3 = good (excellent)

#	Criterion	0	1	2	3
1	Student has original ideas about the topic or makes good use of existing ideas				
3	Student enables and contributes to the supervision process				
4	Student justifies choice to work with a partner or alone				
5	Student has organised a co-reader, collaboration or division of tasks well				
6	Research question is concrete and original				
7	Research question offers enough scope and challenge (appropriate to havo or vwo)				
8	The research is of an appropriate scope (neither too broad nor too narrow)				
9	Sub-questions are relevant, realistic and concrete				
10	(where necessary) Hypothesis and predictions have been formulated				
11	Step-by-step plan and a realistic timeline				
12	Where necessary: justification of choice of format for final product				
13	Realistic research plan and structural plan for the writing process				
14	Appropriate working and research methods (subject specific, e.g. safety)				
16	Student takes initiative in seeking external contacts and using them for research				
18	List of appointments after the start meeting				
19	Student builds on things discussed during the start meeting				
20	Student makes a list of concrete appointments and agreements before the summer				
22	(Mail)contact with supervisor on student's initiative/ Logbook 1 st (for summer holiday)				
23	(Mail) contact with supervisor on student's initiative/Logbook 2 nd				
24	(if necessary): (Mail) contact with supervisor on student's initiative/Logbook 3 rd x				
25	(if necessary): (Mail) contact with supervisor on student's initiative/Logbook 4 th x				
28	Commentary of co-reader and/or supervisor has clearly been integrated into project				
29	Logbook is continuously updated and offers insight into problem solving process				
30	The student has a problem solving attitude/ requests for help are justified				
31	Pile of gathered material/ sources have been systematically ordered and made accessible for student and supervisor				
33	In phase 1: Student shows evidence of self-reflection				
34	In phase 2: Student shows evidence of self-reflection				
35	If necessary: In phase 3: Student shows evidence of self-reflection				
36	If necessary: In phase 4: Student shows evidence of self-reflection				
38	The nominal allocation of project hours have been logged in the logbook				
Total number of crosses per column					
Scores per column					
Total score					
Number of criteria used					
3 x number of criteria used					
Total score x 10 / (3 x number of criteria used) = Final score					

Product grading criteria – profile project

Appendix 2 - teacher

Not every criterion on this list has to be used in assessing the final product. Which ones you use depends on the format of the final product. Cross out the criteria that do not count towards the product grade: this should be discussed with the student at an early stage in the project so that everybody is clear about which criteria need to be satisfied.

To calculate the product grade, multiply the total number of points by ten (10 x total number of points) and divide that by three times the number of criteria used (3 x number of criteria used).

Key to the grades:

0 = missing/inadequate

1 = mediocre

2 = satisfactory

3 = good (excellent)

#	criterion	0	1	2	3
1	Introduction: main research question, description of problem, discussion of scope, reason for choice of topic, justification of choice for final product				
3	Theoretical background/justification				
4	There is a realistic and relevant research plan/method				
5	Hypothesis (optional)				
7	Use of sources and system of referencing according to the conventions				
8	Graphics/tables/schemes are correct and relevant				
9	Lay-out: illustrations and graphic design are comprehensible and relevant				
10	Presentation of results: alternative/ creative form of final product				
11	Results of theoretical project: keeps consistently to main topic/argument				
12	Results of technical/creative project: steps in the technical/creative design process are visible				
13	Conclusion: a reasoned answer to the main research question				
14	Afterword: draws conclusions regarding content and includes a reflection on the overall process				
15	Product satisfies specifications (for example, in the case of a designed product)				
16	Discussion of problems, credibility and possible improvements, possible extensions of the research/new research questions/new research plans				
18	Facts are not presented as opinions, and <i>vice versa</i>				
19	Bibliography/list of sources follows the conventions (including for online sources)				
21	Consistent use of an appropriate register (use of subject-specific terms/concepts; language is appropriate to context and target audience)				
22	Authenticity: the work is the student's own words, products and images				
23	The profile project is written in an attractive, readable style				
24	Use of language: spelling and grammar				
25	Originality/creativity of content				
26	The final product is engaging and interesting to read/watch/experience				
Total number of crosses per column					
Scores per column					
Total score					
Number of criteria used					
3 x number of criteria used					
Total score x 10 / (3 x number of criteria used) = Final score					

Presentation grading criteria – profile project Student name: _____ Assessing teacher: _____ Appendix 3

	Aspect ↓	Level →	Beginner = 1 pnt	Intermediate = 2 pnt	Expert = 3 pnt	Score
1	The theoretical background and research question are described clearly		<i>mediocre</i>	<i>(more than) satisfactory</i>	<i>good</i>	
2	The research set-up is clearly explained		<i>mediocre</i>	<i>(more than) satisfactory</i>	<i>good</i>	
3	The research results are presented clearly		<i>mediocre</i>	<i>(more than) satisfactory</i>	<i>good</i>	
4	The students are able to answer questions from their public convincingly		<i>mediocre</i>	<i>(more than) satisfactory</i>	<i>good</i>	
5	Good use of voice: clear articulation, varied intonation; the students are understandable		Too fast or too slow; hesitant. Intonation/articulation unsatisfactory	Too fast or too slow or too quiet in places. Intonation/articulation (more than) satisfactory	Calm and controlled delivery, with pauses. Adequate volume. Intonation and articulation clear and expressive	
6	Students speak enthusiastically and inspirationally about their research and appear comfortable in front of an audience		Overly general, giggly, seems slightly uninterested	Serious, if a little perfunctory presentation.	Enthusiastic and inspired.	
7	Structure and planning of the presentation are effective: engaging opening, interesting section on research and an appropriate ending. Presentation is within the time limit.		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.	
8	Interaction with audience: maintains good eye contact, faces audience and invites reactions and questions.		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. Focused throughout on the audience, engages and reacts to them.	
9	Creativity/originality of presentation		<i>mediocre</i>	<i>(more than) satisfactory</i>	<i>good</i>	
To calculate your presentation grade: (Total score x 9) : 27 = + 1,0 = Grade					Total score (max 27) →	
Strong points:		One tip to improve:			Circle: 1 2 3 4 5 6 7 8 9 10 (teacher)	

How to make a plan of attack

Appendix 4 (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)
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	September	Friso
Work out research set up and the format of the experiment	20	October and part of November	Together
Carry out experiments and collect data	24	November en 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 5 (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 6 (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-](http://www.be-wired.nl/info/geschiedenis.htm)

[wired.nl/info/geschiedenis.htm](http://owa.hetbaken.nl/exchweb/bin/redirect.asp?URL=http://www.be-wired.nl/info/geschiedenis.htm)[http://owa.hetbaken.nl/exchweb/bin/redirect.asp?URL=http://www.be-](http://owa.hetbaken.nl/exchweb/bin/redirect.asp?URL=http://www.be-wired.nl/info/geschiedenis.htm)

[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 YouTube tot contract met Timberlake. Retrieved from NRC.nl:

<http://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)



Inventory Profile Project Mentor

Hand in a digital copy to your mentor by Friday 14th July 2017 12:00

Appendix 8 (student + teacher)

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. Selfassessment 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 2017 Appendix 9 (student)

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 'levensbeschouwing'. ANW also contributes to the combination grade for VWO students. 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 superceded 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!!