

9.3

This case study is designed to develop the knowledge, skills and understanding needed to carry out a project systematically. The project is to design a front-of-house ticketing system for a theatre or school production.

Pupils learn to plan the stages of a project and the use of a flow chart to record their decisions. They use a design specification as the basis for their work and devise criteria to evaluate their success. They develop many skills, in particular in time management and problem solving. At the end of the case study they produce a written report summarising their project and its successes.

The project is limited to three tasks to allow the teacher to ensure that the whole class learn project methods. Differentiation is achieved through the work carried out by individual pupils for each of the tasks set within the framework of this case study. The three tasks are linked and more-able pupils will produce solutions which dynamically link the seating and financial systems.

This case study is the third in the year and pupils should already be familiar with Gantt charts and project documentation. Many pupils will be able to complete the tasks with increasing independence. Teacher resources have been provided to show a possible solution for pupils of different abilities. The resources are offered as guidance for the teacher, not the pupil.

This school has developed resources around the school pantomime. This can readily be changed to promote specialisms within the school, for instance, drama, music, dance or sports displays.