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About our authors:

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KERRY ADAMTHWAITE is currently the coordinator of TAS at Molong Central School. He has previously lectured at both Sydney University and Charles Sturt University and has over 10 years' experience in Design and Technology.

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PAUL LOWE is currently teaching at Alesco Learning Centre, a high school in Newcastle for students with special needs. He has a strong practical background with 15 years in the Electrical Industry and 5 years experience in secondary teaching.

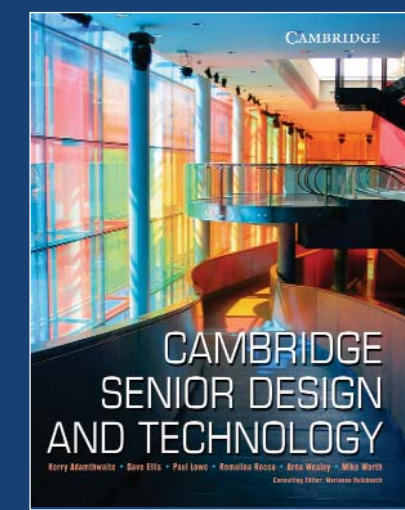
ROMALINA ROCCA is the TAS Coordinator at Loreto Kirribilli in Sydney. She has several years experience teaching senior Design and Technology to HSC level and also teaches the mandatory Technology, Stage 5 Information and Software Technology and Stage 6 Food Technology courses.

ARNA WESLEY is an experienced teacher who is passionate about technology education, having been the head of Technological and Applied Studies (TAS) at Loreto Kirribilli in Sydney for the last 14 years. Her doctorate thesis investigated the impact of mandated curriculum reform on teachers and she is conscious that teachers need support in the delivery of syllabuses.

MIKE WORTH studied design education in the UK before coming to Australia. His teaching career began in 1985 and has spanned high schools, Further Education (TAFE) and West Herts College of Higher Education as a Senior Lecturer in 3D Design. Michael has previous experience as a HSC examiner in addition to being an active member of the Design and Technology Association.

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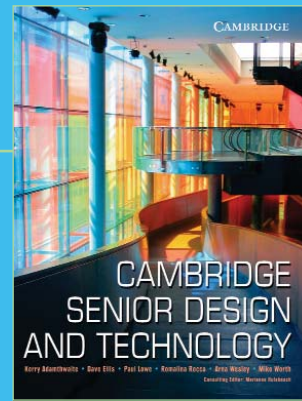
Cambridge Senior Design and Technology guides students as they embark on a fascinating and innovative 'hands on' course. Written by experienced teachers who understand how to integrate theory and practice in a class setting, this flexible text can be applied to any available technologies and design problems.

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- Key terms are defined in the margins and glossary.
- Profiles of designers help illustrate how Design and Technology relates to a 'real' profession.
- Superior exam preparation material includes detailed chapter summaries and chapter review questions and short answer and extended response exam style questions.

Contents*

PART ONE - PRELIMINARY^

- TOPIC I Knowledge and understanding about design theory and design processes in a range of contexts
- TOPIC II Knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment
- TOPIC III Creativity and an understanding of innovation and entrepreneurial activity in a range of contexts
- TOPIC IV Skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities
- TOPIC V Skills in research, communication and management in design and production
- TOPIC VI Knowledge and understanding about current and emerging technologies in a variety of settings

PART TWO - HSC^

- TOPIC I Knowledge and understanding about design theory and design processes in a range of contexts
- TOPIC II Knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment
- TOPIC III Creativity and an understanding of innovation and entrepreneurial activity in a range of contexts
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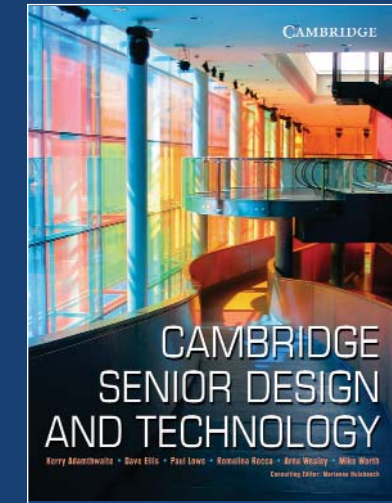
^All syllabus outcomes are covered for the Preliminary and HSC Courses. A more detailed Table of Contents is available on request.

Web support available, including sample design briefs, case studies, a guide to recent project work and links to folio work, major design projects, the current work of designers and discussions of key issues:

www.cambridge.edu.au/education/designtech

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