



HUNTER RIVER HIGH SCHOOL

Subject Selection Booklet

YEAR 10 2026



A circular graphic on a dark blue background. The words "RESPECT", "RESPONSIBILITY", and "EXCELLENCE" are written in a white, sans-serif font, stacked in an arc at the top. The letters are slightly shadowed. The bottom half of the circle is filled with a pattern of red and orange dots of varying sizes, creating a sense of depth and motion.

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CORE SUBJECTS V ELECTIVE SUBJECTS

This booklet has been prepared to provide information on courses at Hunter River High School. These courses are for Year 10 and will appear on the student's Record of School Achievement (RoSA).

Subjects are divided into two groups:

- Compulsory
- Elective.

This booklet should be read in conjunction with the NESA 'Years 7 to 10 Syllabus Course Descriptions' booklet which can be found at: <http://www.boardofstudies.nsw.edu.au/rosa/>

In Year 10, all students will study the mandatory CORE subjects and two ELECTIVE subjects.

Core Subjects
English
Mathematics
Science
History
Geography
PDHPE
Sport
Elective Subjects
X Elective
Y Elective

WHAT ARE ELECTIVE SUBJECTS?

All students must participate in two elective subjects. During the selection process, students will have the opportunity to indicate a backup subject as a third option. Students should enter the subject choices in order of preference. In the event a course isn't available, a students' third option will be allocated.

Details of all subjects offered are found in this booklet.

WILL ALL ELECTIVES RUN NEXT YEAR?

All elective subjects listed in this booklet are on offer. However, only those electives chosen by enough students will run next year. Students decide via their choices which subjects run.

It is very important that students choose carefully. Once all subject selection sheets are in:

- Selections will be tallied
- Decisions will be made on which subjects will and will not run
- Subjects will be put into lines (X or Y).

THINGS TO CONSIDER WHEN CHOOSING ELECTIVES

When choosing electives, it is essential to consider a student's:

- Career aspirations
- Interests
- Abilities and talents

This is a very personal choice, and students are advised to ignore outside pressure (e.g. peer pressure) when selecting subjects. If you have any questions about specific subjects, please consult the Head Teacher.

ABORIGINAL STUDIES – 100 hours

FACULTY: HSIE

HEAD TEACHER: JESS BURG

COURSE DESCRIPTION

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal Peoples, histories, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

WHAT STUDENTS LEARN

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression and the maintenance of Aboriginal identities and cultures. Topics of study could include (dependent on student interest):

- Aboriginal Enterprises and Organisations
- Aboriginal Peoples and Oral and Written Expression
- Aboriginal Peoples and the Visual Arts
- Aboriginal Peoples and Technologies
- Aboriginal Peoples and the Performing Arts
- Aboriginal Peoples and Film and Television
- Aboriginal Peoples and the Media
- Aboriginal Peoples and Sport

AGRICULTURE TECHNOLOGY – 100 hours

FACULTY: SCIENCE

HEAD TEACHER: MATHEW ROBSON

COURSE DESCRIPTION

The Hunter area of NSW is an important agricultural area. It produces a large variety of products, which include – cattle for meat and milk, poultry for meat and eggs, vegetables, fruit and many other products.

Students of Agricultural Technology in Years 9 and 10 make extensive use of the well-equipped school farm whilst studying the production cycle of most of the products mentioned above. By concentrating on the local area's production, the course becomes more relevant to the students whilst enabling teachers to illustrate important agricultural concepts that are synonymous to all agricultural pursuits.

The course has an underlying 'systems theme' that basically means any action done on a part of the farm has important effects on the whole farm. Students need NOT have studied agriculture before and will enjoy the opportunity to learn new skills in an outdoor environment.

The course does NOT terminate in Year 10. It is also studied in senior years and can lead to a vocation in agriculture.

WHAT STUDENTS LEARN

Studying Agricultural Technology:

- Makes students more aware of the local and Australian farming environment;
- Allows students to learn useful new skills;
- Allows the skills and concepts taught to be used in activities outside farming; and
- Can lead to further studies and possibly a vocation in agriculture.

AGRIFOOD OPERATIONS Cert I – 100 hours

FACULTY: SCIENCE

HEAD TEACHER: MATHEW ROBSON

COURSE DESCRIPTION

Vocational education and training (VET) courses form an integral part of the secondary education curriculum in NSW. It is widely recognised that these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that school delivered VET is valued by industry, further education providers and the community.

Students must attempt:

- All core units of competency (totalling 35 indicative hours)
- Elective units of competency to a minimum of 65 indicative hours and to meet qualification packaging rules.

This course is competency based. This means students will demonstrate their understanding of the theory through practical demonstration. Students will be completing a range of hands-on activities throughout the year. This is a course for students who prefer to learn through doing and will provide a solid base for future employment in the Agriculture Industry.

WHAT STUDENTS LEARN

Students will be involved in the care of a range of animals and carry out a range of activities with poultry, sheep and cattle. They will be involved in preparing housing for the animals, raising and caring for the animals and the sale of products grown.

- Students will also have a choice of one of the following:
- Support gardening work
- Support Horticultural work or
- Support Nursery work

CAFÉ/ FOOD TECHNOLOGY – 100 hours or 200 hours for continuing students

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

The Australian Food Industry is growing in importance, providing numerous employment opportunities and increasing the relevance of CAFÉ FUNDAMENTALS for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods and the environmental impact of food production processes. Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

This elective is focussed on providing students with the best opportunity to gain authentic skills and experience in Food Technology, combined with Café fundamentals, by implementing the stage 5 Food Technology 100-hour course, focussing on the units that are aligned with food product development, food service and catering, food for special occasion and food trends.

By implementing these focus areas, this allows us to incorporate the running the school café in term 2 and term 4. Students will have an opportunity to gain firsthand work experience working in the school café. They will get to use a variety of specific equipment used within the café including the coffee machine, making non-alcoholic beverages, manage and operate a real café, including cleaning, general maintenance, food costing, ordering, cash handling and customer service. These skills can be utilised to gain employment.

WHAT STUDENTS LEARN

- Food product development
- Food service and catering
- Food for special occasions

COMMERCE – 100 hours

FACULTY: HSIE

HEAD TEACHER: TAMARA AUBREY

COURSE DESCRIPTION

This is the subject for students interested in looking at Business Studies and Legal Studies in the Senior School.

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

WHAT STUDENTS LEARN

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students will develop their problem solving and communication skills. Students could learn about (dependent on interest):

- How businesses operate
- The legal system
- Travel

INDUSTRIAL TECHNOLOGY ELECTRONICS – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

This course offers an opportunity for students to gain an understanding of the technology that affects all our lives: the circuits and components that control our computers, TVs, Home automation systems and the family car. Electronics is taught in a specially equipped workshop by an experienced teacher.

The Electronics course has been designed to make learning fun. Students learn electronic principles and gain practical skills through building interesting and functional projects. The components used and methods of construction employed, are those used in today's electronics industry. Students use state-of-the-art equipment and techniques to manufacture and test their projects.

The study of this subject will help to lay a good foundation for any student hoping to pursue a career in any electrical/electronic trades such as:

- Electrical Fitter
- Electrical Engineering technician
- Electrotechnology & Telecommunication Trade Worker
- Electrical Instrument Tradesperson
- Electrical Engineer

WHAT STUDENTS LEARN

Students will study digital circuits, audio circuits, control circuits and gaming devices through the completion of 10 to 15 projects. Students will learn how to design and create electronic circuit boards and learn basic trade skills in soldering and circuit board construction.

This course is a great lead into the P-Tech program in Stage 6 if you're interested in an Electrical/ Mechanical Engineering/aero skills career pathway.

INDUSTRIAL TECHNOLOGY TIMBER – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

The aim of the Industrial Technology course with the timber focus area is to provide opportunities for students to develop knowledge, understanding, skills and values related to timber and its associated industries. This is achieved through safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects

The study of this subject will help to lay a good foundation for any student hoping to pursue a career in any of the timber or building trades including:

- Builder;
- Carpenter/joiner;
- Cabinet maker;
- Wood machinist;
- Formwork Construction Carpenter; and
- Pattern maker.

WHAT STUDENTS LEARN

The course enables students to:

- Broaden their career options;
- Develop an understanding of Work, Health & Safety;
- Build confidence and competence in the correct use of tools and equipment; and
- Facilitate self-sufficiency, resourcefulness, mature judgement and the capacity to work co-operatively and responsibly.

TEXTILES & DESIGN – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

This course is about the Australian Fashion Industry and famous fashion designers around the world, think ‘Project Runway’, and you will be on the right track. Have you ever wanted to design and create your own clothes and fashion accessories? Well here is your chance! Fashion and Design is a practical, fun course where students complete a variety of projects involving fabrics and related materials.

Each unit of work has a theme and focuses on a particular area of fashion and textile use. The units may include:

- Making a fascinator;
- Design for fun;
- Working with beading.
- Fashion Designers; and/or
- Creating a personal design;

WHAT STUDENTS LEARN

- Each unit is designed around a practical project including activities such as:
- Learning to create fashion drawings;
- Illustrations and sketches;
- Batik and tie dyeing;
- Silk painting, Applique
- Wool dyeing, knitting
- Embroidery and beadwork;
- Patchwork;
- Redesigning interiors;
- Making children’s clothes and toys; and
- Redesigning a garment.

VISUAL ARTS – 100 hours

FACULTY: CAPA

HEAD TEACHER: TAMARA AUBREY

COURSE DESCRIPTION

The Visual Arts course aims to enable students to develop and enjoy art making, art history and art criticism. Students are exposed to a wide variety of art making approaches, while also studying various artworks and artists' practices in art history and art criticism. Visual Arts is a project-based subject where you will explore a variety of topics and create artworks that focus on building your artistic style and technical skills.

WHAT STUDENTS LEARN

Students will create:

- Paintings
- Ceramic art
- Lino prints
- Drawings
- Textile art
- Digital drawings
- Photographs
- Sculptures

2026- Contributions

1. Voluntary School Contributions

These contributions are used to improve the overall school environment and provide valuable resources that benefit all students. In the past, these funds have helped us purchase items such as a school bus, sporting and play equipment, and supported upgrades to our facilities. While voluntary, these contributions make a meaningful difference in what we can provide for our students.

2. Subject-Specific Contributions

These contributions are directly linked to specific subjects and are used to purchase materials that enhance learning experiences in those courses. This might include items like art supplies, ingredients for food technology, science experiment materials, or specialist equipment in practical subjects. These contributions help us ensure students have access to rich, hands-on learning that deepens their understanding and engagement.

This year, we have introduced a flat rate subject contribution, which replaces the individual payments previously requested for each subject. Please note that while this flat rate covers the majority of subject needs, additional contributions may still be requested for subjects that involve major works (such as Visual Arts or Industrial Technology), or for excursions and other significant learning experiences.

The table below outlines the contributions.

Year	Voluntary	Subject
7	\$95	\$70
8	\$95	\$70
9	\$95	\$80
10	\$95	\$80
11	\$95	\$85
12	\$95	\$85

We greatly appreciate the support of families who are able to contribute. Every contribution, big or small, helps us continue to provide high-quality opportunities for all students. We also understand that managing school expenses can be challenging at times, so all contributions can be made through part payments spread across the year.

If you have any questions or would like to discuss contributions further, please don't hesitate to contact the school.