



Our Lady of
Mercy College

Embracing Life | Nurturing Faith | Inspiring Learning

ELECTIVE COURSE INFORMATION

YEAR 10, 2025

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YEAR 10 ELECTIVE COURSES 2025

GENERAL INFORMATION:

The College timetable in 2025 will consist of 30 periods per week. Each day there are six periods. The breakdown of periods allocated for subjects is as follows:

- **Religious Education** 3 periods
- **English** 4 periods
- **Mathematics** 5 periods
- **Science** 4 periods
- **Humanities** 4 periods
- **Health & Physical Education** 3 periods
- **Elective Subject 1** 3 periods
- **Elective Subject 2** 3 periods
- **Careers** 1 period

Students in Year 10 are beginning their journey to Upper School that will culminate for most of them in studying in Year 11 and Year 12. The timetable is designed to prepare the students for this journey.

SELECTING SUBJECTS:

Listed below are the subjects that will be offered in Year 10 in 2025. They will be offered on a semester basis and students will need to choose four subjects. The provision of any subject is dependent upon the numbers wishing to study it and the availability of resources.

INSTRUCTIONS FOR SELECTION OF ELECTIVES:

- Please select **two** electives and **two** reserve electives per semester by using the
- EDVAL Webcode that has been emailed to the student early in Week 9.
- Where possible you will be allocated your first choice, however, class numbers, work and safety issues may result in being allocated your second or third choice.
- The College reserves the right to withdraw an elective subject if there is an insufficient number of students.



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LEARNING AREAS	SEMESTER ONE		SEMESTER TWO	
	3 PERIOD	3 PERIOD	3 PERIOD	3 PERIOD
THE ARTS	Dance	Dance	Dance	Dance
	Music	Music	Music	Music
	Visual Art	Visual Art	Visual Arts	Visual Art
	Media Arts	Media Arts	Media Arts	Media Arts
	Drama	Drama	Drama	Drama
LANGUAGES	Italian		Italian	
PHYSICAL EDUCATION	Leadership and Performance (LEAP) Year Long Course	GIRLS Physical Recreation	Leadership and Performance (LEAP) Year Long Course	GIRLS Physical Recreation
	Rising Leaders – facilitated by the Stephen Michael's Foundation	BOYS Physical Recreation		BOYS Physical Recreation
	Outdoor Education (course repeated in Semester 2)	Outdoor Education (course repeated in Semester 2)	Outdoor Education (Semester 1 course repeated)	Outdoor Education (Semester 1 course repeated)
DESIGN TECHNOLOGY	Food Technology (course repeated in Semester 2)	Food Technology (course repeated in Semester 2)	Food Technology (Semester 1 course repeated)	Food Technology (Semester 1 course repeated)
	Design Studies	Child Development (course repeated in Semester 2)	Design Studies	Child Development (Semester 1 course repeated)
	Metal Design Technology	Jewellery Design Technology	Metal Design Technology	Jewellery Design Technology
	Wood Design Technology	Wood Design Technology	Wood Design Technology	Wood Design Technology
DIGITAL TECHNOLOGY	Technology in Action (Repeated semester 2)	Electronics	Technology in Action (Semester 1 course repeated)	Electronics
HUMANITIES		Ancient History		Ancient History
STEM	Mythbusters		Project Based Investigation: Local Marine Life & Habitats	
VOCATIONAL EDUCATION	Workplace Learning	Workplace Learning	Workplace Learning	Workplace Learning

You will be allocated **two** electives for Semester 1 and **two** electives for Semester 2.

You will be notified in Term 4, 2024 of your final allocation of electives.

A description of these electives is included in this booklet.



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VISUAL ARTS

Visual Arts engages students in a journey of discovery, experimentation and problem-solving. Students undertake this journey by utilising visual techniques, technologies, practices, and processes to create their own unique artwork based on a class theme. The majority of 3 period and 2 period Visual Arts courses is based on practical work.

Each Visual Arts (Art) course allows students to engage in traditional and contemporary art forms such as drawing, painting, printmaking, sculpture, mixed media, textiles or ceramics. Students will be encouraged to express individualism and creativity in their application of ideas and materials in the making of their 2D and/or 3D artworks. They will be able to explore different mediums in each semester, allowing students to take more than one Art unit, and projects will be tailored to suit the class where possible.

Emphasis is placed on the practical production piece (final artwork); however, students will explore, research, document, design, create and evaluate in both practical and written areas of the course. Through small research activities, students will extend their knowledge and understanding of a variety of art styles and artistic influences which will inspire them in the development and design of their production piece. Tasks will include drawing/visual inquiry, production work, investigation, and analysis.

Students considering a Visual Arts course in Year 11 are strongly encouraged to complete at least one Visual Arts unit in Year 10. Students may choose more than one Visual Arts course.

DANCE

Dance students will extend their use of the elements of dance (BEST) and choreographic processes to expand their own choreography. They extend their technical dance skills to include style-specific movement skills.

Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

Dance units are intended to enrich skills and creative aspects of Dance. There will be an emphasis on students' choreography in addition to teacher/student collaborative choreography. Students will showcase their group pieces at Choreography Night, Performing Arts Night, Dance Festivals or Dance Eisteddfods.

These units are suitable for students wishing to continue Dance in Years 11 and 12 as well as those who simply wish to dance or try dance for the first time. Set work and dance genres will be different in each course enabling students the opportunity of participating in both semesters.

Dance genres that may be studied in Year 10 include Jazz, Contemporary, Tap, Ballet, Lyrical, Jazz, Funk, Hip Hop and/or Cheerleading

Performance Requirements:

- As Dance is a performance based subject students will be required to perform.
- Students may also be required to be available for after school rehearsals. (Maximum 2 per semester).
- Black leotard and tan jazz shoes are required for these courses. OLMC will loan these items for performances
- Students will be assessed in the following areas during class time and/or at performances.
- Performance ability
- Creative contribution
- Participation and application
- Completion of set work



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DRAMA	<p>Drama provides students with the opportunity to explore and create through performance and design. Students are introduced to new theatrical forms and styles and provided the freedom to participate as actors as well as directors and designers of lighting, sound, set and costume. Students will continue to build and expand their dramatic knowledge and demonstrate skills through production and performance as well as honing transferable skills such as creative problem solving, collaboration, innovation, flexibility, social skills, self-regulation and leadership.</p> <p>Students learn and use contemporary processes, including improvisation and approaches to rehearsal, to select and shape the elements of drama for both devised and scripted works.</p> <p>The focus of the Semester 1 unit is Representational Theatre. Students study Realism and Australian Theatre and explore the practices of Konstantin Stanislavski.</p> <p>In Semester 2 students turn their attention to Presentational Theatre. They explore Theatre of Cruelty and Theatre of the Absurd as well as the theories and practices of Antonin Artaud and Jerzy Grotowski.</p> <p>In both semesters, students will create performances at a classroom level with opportunities to perform to larger external audiences at different venues, if they choose to.</p> <p>Students will also have the opportunity to learn more about and experiment with various design roles and associated technologies such as lighting, sound, set and costume, as well as the role of the director.</p>
MEDIA ARTS	<p>Media Arts allows students to develop skills in photography, film, design and layout. This course enables students to explore a range of digital contexts in emerging technologies such as digital photography, video production and digital design. Students will complete storyboards, produce their very own short film, shoot photographs and use computer software for editing processing.</p> <p>Media students will learn how to use a range of cameras, lenses and studio lighting. They learn editing techniques with suites such as Adobe Photoshop, Lightroom and Adobe Premiere Pro. Students will have the opportunity to create multiple works within different mediums of media. Students are also encouraged to enter their work into a range of both photography and film competitions.</p> <p>The program provides opportunities for students to respond to different design briefs and requests and to produce a range of media works. Past projects have included music videos, film trailers, posters, documentaries, magazine covers and other industry standard print productions.</p> <p>This is a hands-on practical course and is strongly recommended for students considering Certificate II in Film and Photography or Media Production & Analysis general in Years 11 and 12.</p>
MUSIC	<p>General Music in Year 10 is for students interested in music who wish to develop their musical knowledge and skills, whether they have had years of classical training, or are simply inspired by the music and artists that they enjoy.</p> <p>In this course you will have the opportunity to engage with music in a way that interests you. Inspired by composers and performers from across genres and time-periods, you will learn how to replicate and create music of your own. There are performance, musical literacy, and sound production aspects to the unit.</p> <p>In Year 10 Music you will (further) develop your musical knowledge and skills. You will have the opportunity to learn to play your favourite music, new music, and the classics, then use your knowledge to create music. You will learn how to access and use the resources the College and the Music Department has available. For example: quality acoustic and electric instruments, performance and rehearsal spaces, recording equipment, and computer-based music production software.</p> <p>You will build on your musical literacy and general understanding of what music is. You will learn to actively listen to music and to communicate musical concepts with others.</p>



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ITALIAN

In the Italian course, students develop the necessary understandings and values to communicate effectively in Italian in both social and workplace contexts in Western Australia and in other communities where Italian is spoken. Through the study of the language, students also develop a stronger sense of their personal identity and greater respect for people of Italian speaking communities. The Italian course connects to the world of work, further vocational education and training and university studies. It also connects to the many school study trips and exchange opportunities that exist between Western Australia and Italy, which may enhance travel, work and study options both here and overseas.

In the Italian course, communication is paramount. Students develop the skills and knowledge to communicate in Italian. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. The Italian course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning. It is primarily aimed at students who have basic knowledge and skills in Italian. They build on their developing language skills in order to share information about their own sense of their personal, social and community environment. They begin to develop the skills to travel within Italy and learn more about Italian-speaking communities and cultures.

Students have the opportunity to examine popular free-time activities and to share information about their life. This begins with the more personal perspectives of personal routine and continues by looking at house chores, part-time work commitments and workplace communications.

RISING LEADERS (FACILITATED BY THE STEPHEN MICHAEL'S FOUNDATION)

The Rising Leaders Program is a school-based leadership and well-being program which utilises sport as a vehicle to engage and immerse students in activities that can improve leadership skills whilst also strengthening social and emotional wellbeing.

Key focus areas and sessions include:

- Development of leadership, social and emotional learning skills
- Communication and team building activities
- Delivery of sport and other practical activities
- Emotional regulation, problem-solving, and decision making
- Leadership in Sport; Coaching & Umpiring
- Inclusion and cultural responsiveness
- Healthy eating and nutrition
- Social media awareness and online safety
- Event planning



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PHYSICAL RECREATION

This course is aimed at providing students with an introduction to community fitness and recreation.

Students are taught a range of physical activities outside the realm of traditional competitive sports. The course combines an introduction to concepts for maintaining a healthy lifestyle and how to make fitness and physical activity fun and motivating. Physical Recreation exposes students towards all areas of sport and physical activity engagement. This is a practical course with some minimal theoretical components.

Minimum Requirements:

Acceptance into this course is based on the values displayed in Health and Physical Education classed in Lower School.

At this time we plan to run gender specific classes for Physical Recreation in Semester One and Semester Two

Students can only participate in Physical Recreation in either Semester One or Semester Two as it is a repeat course.

LEADERSHIP AND PERFORMANCE (LEAP)

The Leadership and Performance Program (LEAP) aims to support talented and dedicated sportspersons and those interested in a career pathway directed towards sport science, health and fitness. With a focus on developing both good leaders and high-performance athletes, students will develop character, self-motivation and discipline as well their passion for sport, health and fitness.

Leap is a year long course and should be selected in both Semester One and Semester Two.

In exploring participation in physical activity from mechanical, physiological and psychological perspectives students will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential as athletes, coaches, officials and/or administrators and to support others' participation.

The physical activities undertaken will be a mixture of sports chosen across the categories of divided court games, personal pursuits, target/striking games and invasion/possession games. This is to allow all the students an opportunity to utilise the specific skills or strategies they may have already developed to progress to higher levels. The particular sporting contexts for the varying units will depend upon numbers and facilities available.

It is suited, but not limited to, students wishing to study Physical Education Studies in Years 11 and 12.

Minimum Requirements:

Acceptance into this course as part of the Leadership and Performance Program is based on these values as displayed in LEAP and Health and Physical Education classes in Lower School.

Students selected for this course will have a keen interest and skill in all areas of Health, Movement and Physical Activity.



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OUTDOOR EDUCATION

These courses allow students the opportunity to participate in activities beyond the normal range of the school physical education program. They build on the Year 9 programs and provide an opportunity for the development of the physical, theoretical and leadership skills necessary for use in the outdoor environment.

Students can only participate in Outdoor Education in either Semester One or Semester Two as it is a repeat course.

Through interaction with the natural world, Outdoor Education aims to develop an understanding of human relationships with the environment, others and ourselves. The ultimate goal of this course is to contribute towards a sustainable world. The Year 10 course equips students with the practical and theoretical knowledge to assist with the Outward Adventure Camp in Term Four.

The course includes:

- Navigation
- Orienteering
- Camp Cooking
- Expedition Planning
- First Aid
- Body and Hand Boarding
- Fishing

Minimum Requirements

Students must be able to swim 100m.

Acceptance into this course is based on the values displayed in Health and Physical Education classes in Lower School.

FOOD TECHNOLOGY

During this course students will create a wide range of recipes that will help to develop their food handling skills and techniques. Students will apply their knowledge of food safety and hygiene to produce foods of a high standard. Students will build on their prior knowledge of nutrition and healthy eating and apply this to their own designs. This unit is delivered in several contexts. Examples of contexts include:

•A Taste of Many Cultures

Food is an expression of culture. Foods have symbolic meanings, which evolve from religious beliefs, experiences, status and lifestyle. This unit will assist students to appreciate and respect other cultures in their community through the research, preparation, cooking and serving of a wide variety of foods from different cultures.

•Café Food Scene

In our society today, meeting for a "cuppa" at the local Café, has also become a very popular way to socialise. In this course students will be introduced to the café culture we enjoy so much – including the preparation of varied café foods, both sweet and savoury small tasting plates.

•Sport & Nutrition

The concept of the course is to educate students about the food they consumes and the effects it will have on their bodies. Students will look at popular sports foods, superfoods and diseases caused by food.

•Introduction to Hospitality

An introduction to commercial kitchen usage and foundational catering, with a focus on working in a team environment.



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WOOD DESIGN TECHNOLOGY	<p>Wood Design is run as a hands-on elective that will give students an opportunity to design and build some projects made predominately from wood. Other materials may be incorporated such as resins, plastics, felts, and metals. Students will learn some vital skills needed to operate machines to build their projects and learn how to select appropriate materials based on the task they wish to accomplish. Students will get to work with some top end natural timbers such as jarrah, marri and she-oak as well as some others such as pine and meranti. There is plenty of scope for individualising projects in this elective.</p> <p>In this Course students will investigate a range materials and processes associated with manufacturing items from wood through the use of hand tools, power tools and machines related to the woodworking industry. Different equipment will be introduced with an emphasis on safety.</p> <p>Students are able to apply a range of strategies to join, shape and finish timber artefacts. Students will also be introduced to various woodworking joints through construction of functional projects. These joints will be applicable to furniture construction in later courses.</p> <p>Sketching and CAD skills will be expanded during this course to assist the student's ability to communicate graphically and convey their own design concepts. This course provides a sound base for all Design and Material Technology Wood Courses in Year 11.</p>
METAL DESIGN TECHNOLOGY	<p>Metal Design is run as a hands-on elective that will give students an opportunity to design and build some projects made predominately from metal. Other materials may be incorporated such as timber and plastics. Students will learn some vital skills needed to operate machines to build their projects and learn how to select appropriate materials based on the task they wish to accomplish. Students will get to work with a variety of different metal forms and types including aluminum, mild steel and brass.</p> <p>There is plenty of scope for individualising projects in this elective.</p> <p>In this Course students will investigate a range of materials and techniques associated with metalworking. Students will complete tasks associated with the care and maintenance of mechanical equipment. They will also complete exercises and tasks involving a variety of welding and fabricating techniques. They will be able to use these skills, as well as those gained from other units in this area, to design and make projects following the design process to individualise their tasks. This Course provides skills for students who wish to pursue Building and Construction in Year 11 as well as Materials Design Technology Metal General.</p>
DESIGN STUDIES	<p>Design Studies will set students up for using industry CAD software used widely in many jobs and industries. Students will be presented with design problems which they will have to solve using the software available. These solutions will usually get brought to life using technology such as 3D printers and laser cutters. This is a hands-on, problem solving course where projects will be designed and taken home at the same time.</p> <p>The rapid expansion of technology in the area of Computer Aided Design (CAD), has helped people to be able take their ideas, and more easily turn them into a final design solution. In Design Studies, students learn how to take design ideas, develop them into realistic final designs which may then be constructed incorporating the use of other technologies such as 3d Printing and Laser Cutting. This is both a hands-on and theory-based course where real products are constructed. The course is taught with the latest industry standard software and introduces students to how products are designed in the real world. This course has leads into a variety of Year 11 subjects with skills learnt being transferable to many subjects.</p>



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JEWELLERY DESIGN TECHNOLOGY	<p>Jewellery is run as a hands-on elective that will give students an opportunity to design and build some projects made predominately from metals and glass. Other materials may be incorporated such as timber, plastics and resins. Students will learn some vital skills needed to operate machines to build their projects and learn how to select appropriate materials based on the task they wish to accomplish. Students will get to work with a variety of different metals and glasses to create their projects such as brass, copper, nickel, silver, fusible glass, float glass and coloured frit. There is plenty of scope for individualising projects in this elective.</p> <p>This Jewellery Course provides students with experience in the practice and knowledge of jewellery equipment, practices and materials as a basis for applying design elements to products. Students will learn essential skills for producing jewellery and glasswork. This will include joining, finishing and planishing techniques; stone setting; casting; fusing and slumping glass. Students may work with a range of materials, silver, brass, copper, nickel silver, pewter and glass products.</p>
CHILD DEVELOPMENT	<p>Child development is a great course for those interested in working with young children. There is a great opportunity to pursue this interest further after this course and students would be well equipped to do this after completing this elective. This elective gives student the opportunity to learn new experiences relating to children and infants which can directly set them up for later in life. Practical skills will be learnt, and projects developed and taken home.</p> <p>Are you considering a child-related career, or do you have an interest in caring and learning about children? In this unit, students will have the opportunity of caring for the 'computerized real-life babies' which will help them understand the roles and responsibilities of parents and caregivers. Topics include families, conception, pregnancy and the needs of a newborn baby. Practical projects include meals for pregnant mothers and foods for young babies and craft related projects. Excellent course if you are interested in a child-related career or studying Certificate III Early Childhood Education in Year 11 and Year 12.</p>
ELECTRONICS	<p>Electronics is a course devised to set students up for the future. There are multiple pathways following an electrical or mechatronic engineering background outside of school. If that is not a focus then this is still a great subject to explore many different processes and techniques such as fabricating, 3D printing, laser cutting and circuit construction and coding. There is lots of hands-on prototyping and building to problem solve a project solution.</p> <p>This course is centered around electronics through the development of a circuit within a design challenge. Students learn to use a soldering iron and soldering techniques to construct DC circuits. Along the way, you will learn to identify different circuit components, their purposes and conduct basic fault finding using multi-meters. While the circuits are the heart of any design project, students will further learn to use 3D printing or laser cutters to support the development of a body, case and/or accessories for their projects. This course is a great introduction to a future pathway in electrotechnology or mechatronic engineering.</p>
TECHNOLOGY IN ACTION	<p>Technology in Action in Year 10 allows the students to look at where technology is heading and all the developments that are being created a very rapid pace. This course will encourage students to look at what is happening in technology and develop ideas that meet the growing need in society. Projects are centered around the exploration of Artificial Intelligence (AI), game design and app development.</p>

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<p>ANCIENT HISTORY</p>	<p>The Ancient History General course enables students to study life in early civilisations, based on the interpretation of the physical and written remains of different ancient societies. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation and religion. The course also explores the possible motivations and actions of individuals, and how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the process of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the skills associated with the analysis of historical sources.</p>
<p>MYTHBUSTERS</p>	<p>Do you thrive on challenges? Are you skilled at problem-solving or eager to sharpen those abilities? If so, MythBusters is the perfect elective for you. This course is designed to enhance your creativity, critical thinking, and problem-solving skills. Throughout the elective, you'll confront a wide range of challenges and devise innovative solutions. You'll be encouraged to design, create, test, evaluate, and refine your approaches, all while documenting your journey and presenting your findings through various forms of media.</p> <p>Whether you're naturally innovative or keen to develop these skills, MythBusters provides a dynamic environment to grow. Instead of exploring traditional scientific questions, you'll take on popular myths, aiming to prove or disprove them using scientific methods and critical thinking. The twist? You'll follow the same rigorous process used in the MythBusters show. By the end of the course, each group will produce their very own MythBusters episode, showcasing their findings and creativity</p>
<p>PROJECT-BASED INVESTIGATION - LOCAL MARINE LIFE & HABITATS</p>	<p>In this hands-on investigation, students will explore the rich biodiversity of local marine ecosystems, focusing on habitats such as mangroves, wetlands, and estuaries. The project will include excursions, incursions, and collaborations with the Department of Parks and Wildlife (DEPAW), offering students the opportunity to engage directly with professionals in the field. As part of the initiative, students will adopt a wetland, participating in conservation efforts while learning about the intricate balance of these vital ecosystems.</p> <p>Additionally, the project will connect with the Dolphin Discovery Centre, providing further insight into marine life and the importance of environmental stewardship. Through this project, students will gain a deeper understanding of marine habitats and their significance to the local environment</p>
<p>WORKPLACE LEARNING</p>	<p>The Workplace Learning course aims to provide students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. Developing workplace skills aids an individual to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.</p> <ul style="list-style-type: none"> • Workplace Learning develops responsible work skills and assists in career planning and/or employment. • Increases self-esteem and confidence and develops broader communication skills. • Compliments and reinforces school courses and increases awareness of the link between school, work and further education. • Provides a realistic understanding of the expectations of specific industries. • Provides students with a 'Skills Profile' which enhances their employment prospects. <p>Students attend a workplace of their choice one day a week which is organised in conjunction with their Parents/Guardian, themselves, and the school. On their return to school, students will have an opportunity to complete their logbook, develop a career portfolio and learn communication and conflict resolution skills. Organisational skills will be developed, and students will be given support in completing work missed whilst</p>



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on work placement.

How to Apply:

Students complete an application form, available from the Careers Services Department, and return it by the due date.

Students will be notified before the end of the year and will be required to work with the Career Services Department to identify work placement possibilities.

At the start of each semester, students will be required to participate in a school-based induction. All required paperwork is to be completed and returned by the due date.

If you require additional information, please contact Mr Dale Briers, Head of Learning Area – Career Services / Vocational Education and Training.