



Our Lady of
Mercy College

Embracing Life | Nurturing Faith | Inspiring Learning

ELECTIVE COURSE INFORMATION

YEAR 10, 2026

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YEAR 10, 2026 ELECTIVE COURSES

GENERAL INFORMATION:

At this stage the College timetable in 2026 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** 5 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 through Upper School, which will, for most of them, continue into Years 11 and 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 2026. 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 3-period electives per semester by highlighting your preferences on the next page.
- 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.



YEAR 10, 2026 ELECTIVE COURSES

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 Arts Sculpture	Visual Arts Painting	Visual Arts Ceramics/ Pottery	Visual Arts Mixed Media
	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
		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 TECHNOLOGIES	Food Technology A (Course Repeated in Semester 2)	Food Technology B (Course Repeated in Semester 2)	Food Technology A (Semester 1 Course Repeated)	Food Technology B (Semester 1 Course Repeated)
	Metal Design Technology (Course Repeated in Semester 2)	Digital Ctrl (Course Repeated in Semester 2)	Jewellery Design Technology	Digital Ctrl (Semester 1 Course Repeated)
	Electronics (Course Repeated in Semester 2)	Jewellery Design Technology	Electronics (Semester 1 Course Repeated)	Metal Design Technology (Semester 1 Course Repeated)
	Wood Design Technology A (Course Repeated in Semester 2)	Wood Design Technology B (Course Repeated in Semester 2)	Wood Design Technology B (Semester 1 Course Repeated)	Wood Design Technology A (Semester 1 Course Repeated)
HUMANITIES		Ancient History		Ancient History
STEM	Mythbusters		Marine Science	
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, 2025 of your final allocation of electives.

A description of these electives is included in this booklet.



VISUAL ARTS	In Visual Arts electives, you'll get to unleash your creativity and imagination by designing your own unique 2D and 3D artworks. You'll experiment with a range of different materials, techniques, and processes, planning, and sketching before bringing your final ideas to life. In 2D, you will paint on skateboards, skim decks or a stretched canvas, or create mixed media artworks on carved plaster. For 3D, you may build quirky papier-mâché animals or design your own ceramics and pottery that are both decorative and functional. These hands-on courses are all about exploring, making, and having fun with art. Along the way, you'll build confidence, discover new skills, and create artworks you'll be proud of, whether you're preparing for senior Visual Arts or just looking for a creative break from your core subjects. Ask your Art teachers for further information.
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





DRAMA	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. 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. The focus of the Semester 1 unit is Representational Theatre. Students study Realism and Australian Theatre and explore the practices of Konstantin Stanislavski. 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. 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. 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.
MEDIA ARTS	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. 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. 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. 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.
MUSIC	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. 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. 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. 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.



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.
PHYSICAL RECREATION (GIRLS & BOYS)	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 motivation. Physical Recreation exposes students towards all areas of sport and physical activity engagement. This is a practical course with some minimal theoretical components. <u>Minimum Requirements:</u> 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.

**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 A

FOOD &
CULTURE**

This course explores the cultural significance of food and its role in shaping family traditions and identity. Students examine their own cultural heritage through the dishes they prepare and share, developing an appreciation for the stories and values embedded in family meals. The course also investigates Indigenous ingredients and culinary practices, providing opportunities to creatively fuse traditional foods with modern Australian cuisine. Through hands-on cooking and research, students gain a deeper understanding of how food reflects culture, history, and community.



FOOD TECHNOLOGY B SPORT & NUTRITION	This course explores how the body uses energy from carbohydrates, proteins, and fats, and the role of nutrition in preventing chronic disease. Students investigate factors affecting energy balance, examine conditions linked to overnutrition, and explore alternative nutrition sources such as supplements, sports foods, and superfoods. A strong focus is placed on developing the skills to critically assess health information, spot scams, and evaluate the reliability of claims made on social media.
WOOD DESIGN TECHNOLOGY	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. In this Course students will investigate a range of 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. 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. 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.
METAL DESIGN TECHNOLOGY	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. There is plenty of scope for individualising projects in this elective. 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.
DIGITAL CTRL	In Year 10, students explore where technology is headed – from innovations to the changes shaping our world. This course challenges students to think critically about the role of technology in society and to design creative solutions for real-world needs. Through projects in Artificial Intelligence, game design, app development and robotic simulation, students will build, code and create with purpose. It's all about turning ideas in to impact. Throughout the semester, students will engage in hands-on projects including game design, where they build interactive experiences using industry-standard tools, and app development, where they design and prototype solutions for real-world issues. A key component of the course is the creation of a digital folio, showcasing their work and linking their projects to emerging career pathways in fields like AI, robotics, software development, and digital media. Students will also explore robotics and automation, investigating how these technologies are transforming industries. Students will develop skills such as creative problem-solving, project management, design thinking, communication and collaboration with an entrepreneurial mindset.



JEWELLERY DESIGN TECHNOLOGY	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. 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.
ELECTRONICS	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. This course is centered around electronics through the development of a circuit within a design challenge. 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.
ANCIENT HISTORY	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.
MYTHBUSTERS	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. 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.
MARINE SCIENCE	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. 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.



WORKPLACE LEARNING

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.

- 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.

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 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.