

Regulation by the Federal Minister for Education, Science and Culture with which the regulation of the triennial vocational and Secondary School for Economic Professions curricula is amended; publication of the religious education curricula.

## Article I

By the school organisation law, BGBl. (Federal Law Gazette) Nr. 242/1962, with the latest amendment by BGBl. I (Federal Law Gazette) Nr. 77/2001, in particular its §§ 6, 55a, 62, 68a, 76 and 77 as well as § 7, par. 1 of the Bundeslehrer-Lehrverpflichtungsgesetz (law of teaching contracts for federal teachers), BGBl. (Federal Law Gazette) Nr. 244/1965, with the latest amendment by BGBl. I (Federal Law Gazette) Nr. 119/2002, it is to be enacted:

The regulation by the Federal Minister for Education, Science and Culture on the triennial vocational schools and the Secondary School for Economic Professions BGBl. (Federal Law Gazette) Nr. 661/1993, with the latest amendment by regulation BGBl. II (Federal Law Gazette) Nr. 283/2003, the following is to be amended:

1. The following paragraph is added to article I § 4:

“(5) The attachments 1, 2 and 5 of this regulation in the version of BGBl. II (Federal Law Gazette) Nr. 316/2003 (except for the religious education curricula) enter into force as follows:

1. for the 1<sup>st</sup> classes and year I on Sept,1<sup>st</sup> 2003
2. for the 2<sup>nd</sup> classes and year II on Sept,1<sup>st</sup> 2004
3. for the 3<sup>rd</sup> classes and year III on Sept,1<sup>st</sup> 2005
4. for year IV on Sept,1<sup>st</sup> 2006
5. for year V on Sept,1<sup>st</sup> 2007

2. The previous attachments 1, 2 and 5 are to be replaced by attachments 1, 2 and 5 that are part of this regulation.

## Article II

By the § 2, par. 2 of the law for religious education BGBl. (Federal Law Gazette) Nr. 190/1949, with the latest amendment by BGBl. (Federal Law Gazette) Nr. 256/1993 is to be announced:

The curricula included in the attachments 1, 2 and 5 each in part V for religious education were enacted by the respective churches and denominations and are herewith announced according to § 2, par.2 religious education law.

Gehrer

TRIENNIAL VOCATIONAL SCHOOL FOR ECONOMIC PROFESSIONS

I. SYLLABUS \* 1)

(Total number of lessons and number of lesson hours per subject)

Compulsory subject	lessons per week form			sum	teaching contract
	1.	2.	3.		
A.1. Core subjects					
1. Religious education	2	2	2	6	(III)
2. Language and communication:					
2.1 German	3	2	2	7	(I)
2.2 Communication and presentation *2)	-	2	-	2	III
2.3 English	3	3	3	9	(I)
3. Human sciences:					
3.1 History and culture	-	3	-	3	III
3.2 Psychology	-	-	2	2	III
4. Arts:					
4.1 Music education	1	1	-	2	(IVa)
4.2 Fine art and creative design	3	1	-	4	IVa
5. Natural sciences:					
5.1 Biology and ecology	-	2	2	4	III
5.2 Chemistry	2	-	-	2	(III)
6. Economics, politics and law:					
6.1 Geography and economics	3	-	-	3	III
6.2 Business management and national economics	-	2	3	5	II
6.3 Political education and law	-	-	3	3	III
6.4 Accounting *3)	3	3	3	9	I
7. Information management:					
7.1 Information and office management *4)	3	3	-	6	III
7.2 Applied computer science	-	-	4	4	I
8. Nutrition, restaurant and hotel trade:					
8.1 Nutrition	-	3	-	3	III
8.2 Kitchen and service	5	5	4	14	IV
8.3 Business organisation	-	-	2	2	II
9. Physical education	2	2	2	6	(IVa)
<hr/>					
Total number of lessons per week					
Core subjects	30	34	32	96	
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Compulsory subjects of the school autonomous extension area according to part A.2	3	3	3	9	
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Total number of lessons per week	33	37	35	105	

A.2 School autonomous extension area \*5)

(school autonomous compulsory subjects)				
1. Educational emphasis: *6)				
1.1 Educational emphasis with pre-determined contents:				
Second modern foreign language *7)				I
IT-support				I
Health and social management				III
1.2 Educational emphasis without pre-determined contents:*8)				
Modern foreign language emphasis				I
IT emphasis				I
Specialised theoretical emphasis				III
Artistic/creative emphasis				IVa
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Number of lessons per week in the educational emphasis				6-9
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2. Seminars: *8)				
Modern foreign language seminar				I
Business organisation seminar				I
IT seminar				I
General education seminar				III
Natural sciences seminar				III
Artistic/creative design seminar				IVa
Personal development seminar				III
Specialised theoretical seminar				III
Practical seminar				IV
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Number of lessons per week of the seminars				0-3
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Number of lessons per week				
In the extension area	3	3	3	9
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B. Facultative work placement				
Four weeks between form 2 and 3				
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C. Non-compulsory subjects and electives *5)				
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D. Remedial instruction *5)				

\*1) Curriculum decisions can be amended autonomously in each school according to the provisions of part III.

\*2) Including electronic data processing.

\*3) Including computer support.

\*4) Including computer-supported text processing.

\*5) Determination by school-autonomous curriculum provisions (see part III).

\*6) During the entire education period the education focus is to be held in extent of at least 6 hours per week.

\*7) In official documents the foreign language term must be stated in brackets.

\*8) In official documents the more defined term of the educational emphasis without pre-determined contents and/or of the seminar must be stated.

## II. General educational objective

The triennial vocational school for occupations in the service industry sector provides a comprehensive general education (according to §§ 52 and 62 and taking into consideration § 2 of the state law of school organisation) and in an integrated curriculum imparts knowledge and skills in preparation for occupations in the fields of economy, administration, also in the area of social and health management, tourism and nutrition.

The main educational objectives of the school focus on personal development, ability for professional mobility and flexibility, creativity, critical awareness and social involvement, communicative skills in both the mother tongue and foreign languages as well as the willingness to continue education in the lifelong learning process.

An additional educational focus is the training of professional skills needed to solve business organisational problems using modern technology and taking into consideration economic, ecological and social aspects and to work in teams.

The students are educated to think and act responsibly and holistically. Provided with theoretical knowledge and practical skills, the students should develop a responsible attitude in their relationships with other people.

The encounter with other cultures should give the students a cosmopolitan and broad-minded attitude. The students should thereby develop democratic thinking and be prepared for life in a multicultural society.

## III. SCHOOL AUTONOMOUS CURRICULAR REGULATIONS

### IIIa. General regulations

Autonomously made curriculum decisions (§6 par.1 of the state law of school organisation) grant each school the scope for development in their core and extension areas by creating the compulsory subjects (except the compulsory subject “religious education”), the elective and non-obligatory subjects as well as the tutorial lessons. In order to use this liberty sensibly it is necessary to consider the needs and problematic situations in the individual school or grade as well as the wishes and goals which result thereof. It is necessary to base this autonomous liberty on a concept that fulfils the needs of the students, the school partners as well as those in the academic, general-cultural and economic environment. The school autonomous curricular regulations must observe the provided framework of lessons per week for teachers and the possibilities of space and equipment in the school. School autonomous curricular regulations have to consider the general educational goal of the syllabus explained in chapter II, and particularly the compatibility of the Austrian school system (§3 of the state law of school organisation).

### IIIb. School autonomous deviations from the syllabus

To optimise the training content coordination of the various areas of scholastic extension the distribution to the individual forms of weekly lessons in all compulsory subjects included in the syllabus can be modified school-autonomously according to the following regulations:

1. In individual compulsory subjects of the core area the number of lessons per week can be reduced in all up to six lessons per week during the entire education in order to increase (within the extent of the reduction) the number of lessons per week of other compulsory subjects of the core and/ or the school autonomous extension area.  
A compulsory subject of the core area with up to four lessons per week is allowed to be reduced by one lesson per week at most; a compulsory subject of the core area with more than four lessons per week is allowed to be reduced by two lessons per week at most.

2. Moreover during the entire education the extension of lessons per week of the core area can be increased in all up to three lessons per week from the school-autonomous extension area.
3. During the entire education the school-autonomously chosen educational emphasis (educational emphasis on pre-determined contents or educational emphasis without pre-determined contents) is not allowed to make up fewer than six lessons per week.
4. The number of lessons per week of all compulsory subjects in the individual forms (in the core and extension area) is not allowed to exceed 38 lessons per week.
5. The over-all number of lessons per week of compulsory subjects is not allowed to go below or to exceed 105 lessons per week.

Should the number of lessons per week of compulsory subjects in the core area be increased or reduced, the educational and teaching tasks as well as the teaching contents must be adapted appropriately in any case.

The school-autonomous syllabus must be developed for a complete course of education (form 1 to 3) and it must be retained for the complete course of education.

### IIIc. School-autonomous distribution of the curriculum content

The curriculum content distribution to the individual forms is to proceed by school-autonomous curriculum plan regulations. This distribution of the curriculum content to the individual grades must be based on an overall school concept including all forms. This concept must take into consideration interrelationships between the teaching subjects and the compatibility of the Austrian school system (§3 of the state law of school organisation).

### IIIId. School-autonomous extension area

The areas of educational emphasis are compulsory subjects that lead to specialized professional training. For each school the educational emphasis must be determined within framework of the school-autonomous curriculum plan regulations. If parallel forms exist at a school, educational emphasis can be determined separately, whereas it must be taken into consideration the (estimated) number of students as well as the forms, in particular in the higher educational levels.

Should an educational emphasis without pre-determined contents be chosen, a more defined specification, the educational and teaching task as well as the teaching content must be determined school-autonomously.

The seminars (one or more) provide a further educational offer within the curriculum plan regulations as compulsory subjects in other areas that are in accordance with the general educational objectives of the school.

Should one or more seminars be held at a school (in individual forms), their choice as well as their subject title, their educational and teaching tasks, their teaching content and their lesson extent must be made school-autonomously. In the area of seminars it is permissible to merge lessons per week school-autonomously.

### IIIe. Electives, non-compulsory subjects and remedial instruction

Possible electives and non-compulsory subjects as well as remedial instruction must be determined according to their title, their content and their lesson extent by school-autonomous curriculum plan regulations, whereas the regulations on school-autonomous compulsory subjects must be used correspondingly.

#### IV. GENERAL DIDACTIC PRINCIPLES

Lessons must be held in a cross-curricular manner taking into consideration regional specialities and current events as well as new technologies when possible. Students should be encouraged to take part in a life long learning process.

There should be a continual consultation among teachers of related subjects so that cross-curricular thinking and comprehension is ensured.

Pedagogical meetings, written lesson plans and other necessary measures should secure the usage of any and all cross-curricular connections.

The curriculum is to be understood as a framework that makes it possible to take changes and innovations in society, economy and culture into account.

Close attention should be paid to the proper use of High German in all subjects. Mistakes in pronunciation, orthography, grammar and vocabulary are to be brought to the student's attention.

In all appropriate subjects special importance should be placed on political and health education, media technology, environmental protection as well as on the equal treatment of men and women.

It is recommended that the teacher imparts in-depth knowledge of a necessarily limited field rather than superficial knowledge concerning a wide spectrum of his subject. It is therefore necessary to teach and learn in an exemplary manner.

Therefore teachers should choose the teaching method that captures the students' interest in new content and encourage them to recognize what is important.

Merging the lessons per week in the extension area (see chapter III) enables an immersion in handling the teaching contents.

Problem and action-oriented work as well as cooperation on projects, case studies and simulations should lead to logical, creative and networked thought processes as well as to responsible decisions and actions. Project-oriented work in the practice firm is a method to use basic knowledge acquired in different training lessons, to use learning and working techniques as well as to further develop communicative skills and teamwork.

Especially in the school-autonomous compulsory subjects the students should be enabled to individually work out teaching contents to the best possible extent by using all pedagogical possibilities, particularly in teamwork, in cooperation with class-mates and teachers. Where it is possible in the subject, project teaching is recommended.

#### V. CURRICULA FOR RELIGIOUS EDUCATION

- a) Catholic religious education  
see publication BGBl (Federal Law Gazette) Nr. 157/1987.
- b) Evangelic religious education  
see publication BGBl (Federal Law Gazette) Nr. 515/1991.
- c) Old-Catholic religious education  
see publication BGBl (Federal Law Gazette) Nr. 279/1965.
- d) Islamic religious education  
see publication BGBl (Federal Law Gazette) Nr. 421/1983.
- e) Jewish religious education  
The publication BGBl (Federal Law Gazette) Nr. 88/1985 in the respective valid version is to be used appropriately.
- f) New-Apostolic religious education  
see publication BGBl (Federal Law Gazette) Nr. 269/1986.
- g) Religious education of the Church Jesus Christ of the Latter-Day Saints  
see publication BGBl (Federal Law Gazette) Nr. 239/1988.

- h) Syrian-Orthodox religious education  
see publication BGBl (Federal Law Gazette) Nr. 467/1988.
- i) Greek-Oriental (Orthodox) religious education  
see publication BGBl (Federal Law Gazette) Nr. 441/1991.
- j) Buddhist religious education  
see publication BGBl (Federal Law Gazette) Nr. 255/1992.

## VI. EDUCATIONAL AND TEACHING OBJECTIVES AND TEACHING CONTENTS OF THE INDIVIDUAL SUBJECTS

### A. Compulsory subjects

#### A.1. Core area

### 2. Language and communication

#### 2.1 German

Educational and teaching objectives:

Teaching should ensure that students

- are able to participate actively and creatively in cultural, economic and political life,
- are able to deal effectively with situations of oral and written communication in their personal and professional fields,
- are able to express themselves spontaneously, clearly and without being misunderstood, to understand and process written texts and to reproduce them in a logically consistent way,
- develop linguistic creativity;
- are able to handle aids for pronunciation, grammar and expression;
- are able to use critically specialist reference books and the new media, particularly the Internet.

Teaching content:

Literature and culture:

Literary genres and terms by means of chosen examples in German literature and its relation to the present.

Reading and presenting texts.

Creative writing. Summary. Characteristics.

Media and economy:

Types and functions of media. Critical analysis of media consumption.

Language of media.

Economy texts (minutes, excerpts, summaries, reports, marketing text, etc.)

Journalistic texts (report, letters to the editor, etc.).

Society and politics:

Current society-relevant issues from the students' life environment.

Description of case facts (that which is experienced, heard, seen and read) in standard language.

Language correctness and language reflection:

Application of spelling and punctuation rules.

Writing and meaning of prevalent foreign words and technical terms.

Grammar structures (words, phrases, sentences, etc.) style.

Written and oral communication :

Argumentation, appealing, documenting, discussing.

Written exams:

Per form, in which the subject is taught:

Two one-hour written exams (one unit each);

In the last form, in which the subject is taught:

Two two-hour written exams.

## 2.2 COMMUNICATION AND PRESENTATION

Educational and teaching objectives:

Teaching should ensure that students

- are able to structure and plan a speech;
- are able to prepare and perform a presentation;
- achieve speaking competence in different areas of economic and private life;
- are able to deal with new developments in professional practice;
- are able to use language as a tool in their professional life;
- experience how motivation can be stimulated by positive feed-back;
- are able to optimise their communication and expression ability by means of a permanent training situation;
- are able to work in teams.

Teaching content:

Communication:

Basics. Verbal and non-verbal communication. Body language.

Types of talks (job application, conflicts, job interview, telephone calls, etc.)

Giving talks. Moderating. Communication in teams. Argumentation. Questioning technique. Active listening. Feedback.

Rhetoric:

Talking and speech technique, articulation in the standard language.

Planning and structuring a speech. Rhetoric means.

Fear and inhibition of public speaking. Dealing with stage-fright.

Presentation:

The human focal point of the presentation (presenter and audience).

Types of presentation.

Planning, performing and post-processing a presentation.

Use of media (overhead projector, flip chart, pin board, computer, etc.)

Creative work techniques (brainstorming, mind-mapping, 6-3-5, etc.)

## 2.3 ENGLISH

Educational and teaching objectives:

Teaching should ensure that students

- experience that learning a foreign language is a personal enrichment and a possibility to understand other thinking systems, recognise cultural similarities and differences and develop an open and tolerant attitude;
- recognise the basics of the modern foreign language as a system parallel to the mother tongue and in connection with other teaching subjects, develop general strategies in acquiring language as well as networked thinking;
- develop strategies that enable an extension of the foreign language knowledge after having finished school;



- possess general as well as vocational-specific language and professional competence that enable a successful mastering of routine situations in professional practice;
- are able to recognise and assess the important aspects appropriate for a situation or problem and are able to transfer the contents adequately between languages;
- are able to understand, to process and to use information from private, public and professional areas that they hear or read in the target language;
- are able to present individually researched issues adequate to the situation by means of all available information and communication technologies;
- know external foreign language qualifications in terms of an individual educational plan and are able to estimate their value for personal and professional development.

Teaching should ensure that students

- reach at least the level of the Independent Users B1 according to the determined standards for language competence in the regulations of the Council of Europe (European Framework of Reference) \*1).

That means, students are able at least

- to understand main points, if clear standard language is used and if it is about familiar aspects of work, school, leisure time, etc;
- to master most situations that they meet when travelling in the countries where the language is spoken;
- to express themselves in a simple and coherent way about familiar issues and fields of personal interests;
- to report on experiences and events, to describe dreams, hopes and goals and to briefly explain or justify plans and opinions.

Teaching content:

Development of language competence by means of the following issue areas:

Personal environment:

Family, circle of friends and social relationships, living area, clothes and fashion, leisure time, sport, media, education, kinds of personal communication, health, hygiene and nutrition.

Culture and society:

Public institutions, political and social structures, religion, art, current social developments and trends, environment and quality of life, cross-cultural diversity, peace education, multicultural and social relationships (e.g. generations, minorities, fringe groups).

Economy and the working world:

Oral and written vocational-related communication in the areas of administration, tourism, trade.

Office and information management, information technology.

Business organisation and work processes, public relations.

Work and job market.

Development of language competence by means of the aforementioned contents includes continuously acquiring, strengthening and extending the vocabulary as well as the necessary grammar structures for a successful communication.

Written exams:

Per form, in which the subject is taught:

Two one-hour written exams;

In the last form in which the subject is taught:

Two one- or two-hour written exams.

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\*1) Common European Framework of References for Languages, chapter 3, Common level of References: Global scale; Council of Europe, Strasbourg 2001, ISBN 3-468-49469-6.

### 3. HUMAN SCIENCES

#### 3.1 HISTORY AND CULTURE

Educational and teaching objectives:

Teaching should ensure that students

- skilfully possess the historical knowledge necessary in daily and professional life with special consideration to Austrian history and be able to use this knowledge for political and social action;
- are able to obtain and assess information necessary for understanding the contemporary global situation and the interrelationships among politics, economy and culture;
- affirm the preservation of cultural heritage;
- are able to actively participate in the public and cultural life and take on political and social responsibility;
- affirm democratic principles, be prepared for intercultural encounters and peaceful conflict-solving;
- are familiar with project-oriented work;

Teaching content:

History's significance (tasks, themes, methods).

Significant social, cultural, political and economic factors for the development of modern society from its origins up to the beginning of the 20<sup>th</sup> century.

Developments after World War I.:

The reorganisation of Europe.

Austria: The First Republic.

Totalitarian ideologies and systems (causes and fundamentals, politics, persecution, resistance); anti-Semitism, fascism in Austria. The crisis of democracies.

National Socialism, the Holocaust and World War II.

International organisations.

Extra-European developments.

Society, economy (inflation, the Depression, economic control), science, technology, culture.

Developments in Austria.

The Age of Pluralism:

United Nations. The East-West conflict (creation of blocs, hot spots, the non-aligned country movement).

European unity.

The North-South-Conflict and decolonisation.

Racism, genocide.

Society, economy (social partnership; social conflicts; alternative movements; economic growth and ecology, science, technology).

Culture as an economic factor:

Developments in Austria (domestic and foreign policy of the Second Republic).

Current development processes:

Revolution in the Eastern Bloc, breakdown and democratisation of the Socialist community of states.

Neo-nationalism and the multicultural society.

European integration.

Migration problems. Terrorism. Contemporary history topics.

## 3.2 PSYCHOLOGY

Educational and teaching objectives:

Teaching should ensure that students

- understand psychological phenomena;
- deal with one's own personality and that of others and realise relationships between individual and social conditions;
- behave in a manner that takes the personality of others into consideration;
- show a well-founded and justifiable position to problems of life and a responsible, tolerant attitude within society;
- are able to use the acquired knowledge in professional and personal life situations;
- think independently and critically.

Teaching content:

Psychology and pedagogy:

Subject, application area, directions.

Psychological powers (motivation and emotion).

Cognitive functions:

Consciousness, memory, thought, intelligence, talent.

Learning theories and techniques.

Developmental psychology:

Childhood; adolescence; adulthood up to old age.

Critical life experiences.

Psychological dysfunctions and distinctive behavioural features (treatment methods).

Conflicts in the area of family, work and leisure time (types and coping).

Addiction prevention.

Sexual psychology (attitude toward sexuality, sexual behaviour, sexual dysfunctions).

Personality psychology:

The role of the unconscious in human experience and behaviour.

Personality diagnostics.

Psychosomatics:

Social psychology:

Socialisation (gender and class-specific).

Opinions and prejudices. Media education.

## 4. ART

### 4.1 MUSIC EDUCATION

Educational and teaching objectives:

Teaching should ensure that students

- acquire an ability to work in teams, communication abilities, social competence, tolerance and the power of concentration in their musical activities;
- are able to present themselves linguistically, vocally and physically;
- express themselves in music individually and/or in groups;
- are able to listen consciously and in a concentrated manner;
- experience music as a possibility to enrich one's life;
- know several functions of audio-visual information technologies;
- know the social and economic meaning of music;
- understand the significance of music in Austria;
- be able to critically deal with the various types of music.

Teaching content:

Vocal music:

Songs – folk, art, popular - from different styles, eras and cultures with or without accompaniment for one voice or several voices, also in connection with movement, plays.

Vocal training and speech support – movement, relaxation, posture, breathing, formulation, articulation, expression.

Precision in rhythm, melody, intonation, speech. The use of a microphone.

Instrumental music:

The use of available instruments for song – folk, art, popular - accompaniment, movement accompaniment and scenic presentations.

Giving artistic form to music:

Giving musically artistic form to texts, images, moods and emotions.

Creating individual texts to music.

Musicology:

An orientation in music-historical eras by means of significant, cultural-historically significant works.

Creative elements in music.

Selected music forms and genres.

Music ensembles from different eras and cultures.

Listening:

Selected listening repertoire.

Emotional and cognitive relations to music.

Music and society:

Orientation in regional, national and international cultural life.

The significance of music for society.

Music as an economic factor, occupations in the music business.

Music and advertising. Effects and functions of music.

Musicians and music in a social, historical and political environment.

Rhythm:

Training with rhythmic syllable speech, body percussion and instrumental percussion.

Rhythmic patterns, dance rhythms and performing one's own forms.

Movement:

Body posture and motion sequences.

Austrian and international dancers.

The use of electronic media and information technology in music.

## 4.2 FINE ART AND CREATIVE DESIGN

Educational and teaching objectives:

Teaching should ensure that students

- are able to deal objectively and critically with contemporary and future design in products and surroundings;
- are able to make successful use of their own creative potential;
- are able to implement ideas creatively, in plans and organising;
- are able to work experimentally;
- are able to implement technical knowledge and skills systematically, material-compatibly and by means of current media in product and surroundings design;
- are able to define quality criteria for design and production processes and to apply reflection methods;
- are able to summarise the results of the practical work or reproductions, to document them in an appropriate manner and to prepare them for a presentation;

- appreciate creative artistic work and the observation of works of fine art;
- understand the character and the function of creative artistic work;
- have an open and critical attitude towards all manifestations of fine art and architecture;
- know significant examples of fine art and architecture from different eras;
- show an independent use of institutions and media in the art world;
- possess creative competence and are able to express themselves by means of different techniques and materials;
- are able to solve problem-related tasks material-compatibly, target-oriented and independently;
- are supported in their creative talent and are able to use creative resources and abilities;
- are able to apply visual media as a production and presentation tool.

Teaching content:

Creative design:

Object creation (creation criteria – material, function, shape, colour. Tools and procedures; accident prevention.

Object analysis, subjective and objective criteria for object assessment).

Design in the surroundings (decoration and space design).

Application of modern media in design and documentation.

Creativity techniques.

Experimental expressive possibilities.

Graphic arts and painting:

Practical and visual object research (physical makeup and space, structural elements, surface quality, proportion, perspective).

Draft, autonomous drawing and graphic print procedures.

Free painting (different materials and techniques, composition and colour).

Plastic design:

Three-dimensional object design.

Spatial design:

Drafts for spatial design, perspective representations, shape and function.

Media:

Application of visual media, basics of technique and design.

Text and lay-out:

Text as an element of communication and design.

Simple applications in the field of lay-out and graphic design, poster design.

Reflection:

Dealing with fine art and architecture.

Interpretation of works, the meaning of their content and the conditions contributing to their synthesis.

Fundamental design and creation tools. Technical terminology.

Architecture in human settlement areas, living space.

Object analysis of media products. Creation elements and their effects.

Independent use of institutions and media in the art world.

Cross-curricular project.

## 5. NATURAL SCIENCES

### 5.1 BIOLOGY AND ECOLOGY

Educational and teaching objectives:

Teaching should ensure that students

- are sensitive to processes and phenomena in nature;
- gain a deeper insight into the relationships of biological processes;
- recognise nature as a networked system, see themselves as a part of it and are prepared for active environmental protection;
- are able to decide ecologic-economic questions responsibly;
- recognise ergonomic relationships;
- are able to question and assess new technologies critically.

Teaching content:

General biology:

The cell as the basic life unit (components, structure, contents, cell metabolism, cell division).

Microbiology:

Basics. Bacteria, viruses, fungi. Animal and plant protozoa.

Cell – tissue – organs – organ systems – organism:

Plant, animal and human tissue types.

Plant and animal organs and organ systems on significant examples (structure and energy metabolism; reproduction and evolution; nervous and control systems).

Ecology:

Biotic and abiotic factors.

Ecosystems, circulatory system and energy flow. Nature and environmental protection.

Somatology:

Human anatomy and physiology.

Sexuality, birth control, evolution.

Health care (infectious diseases, diseases of modern civilisation, psychosomatics, narcotics, ergonomics).

Genetics and genetic technique:

Cytological basics of heredity. Human genetics.

Genetic-technical applications (selected examples).

### 5.2 CHEMISTRY

Educational and teaching objectives:

Teaching should ensure that students

- are able to master chemical methods and to describe causal relationships – also by means of modern technical devices;
- are aware of the principles of model conceptions and are able to comment critically on current natural-scientific topics;
- are open to natural-scientific developments and recognise their dangers;
- know the chemical production and waste disposal techniques necessary for everyday life and professional practice;

Teaching content:

Chemical methodology:

Structuring models (atoms – periodic table; chemical bonds), language of formulas.

Chemical reactions (energy conversion, types of reactions).

Acids and alkalis (pH-value, indicators, neutralisation).  
Air (composition, air pollution, pollutants).  
Water (water quality, water pollution, water processing, pollutants).  
Soil (composition, effects of fertilisers, pesticides, waste).  
Organic chemistry:  
Hydrocarbons (structures, petro-chemistry).  
Alcohols and their oxidation products (fermentation, carbonic acids and their derivatives).

## 6. ECONOMICS, POLITICS AND LAW

### 6.1 GEOGRAPHY AND ECONOMICS

Educational and teaching objectives:

Teaching should ensure that students

- have secure topographical knowledge as well as regional and global concepts of space relevant for their occupation and everyday life;
- obtain, analyse and describe the information essential for the evaluation of our living space;
- are able to apply economic geographic knowledge;
- are able to explain the natural and human factors on earth and to describe the synergy in economic and ecological systems;
- are aware of the limits of global resources and are able to analyse the conflicts regarding their use and distribution;
- are able to explain economic patterns and the resulting conflicts of distribution and environmental damages as well as to critically comment on problem solving;
- are able to understand individual and social claims on the geographic living space;
- are able to explain the significance of environmental planning to guarantee quality of life;
- are ready to work responsibly on shaping and preserving our living space.

Teaching content:

Orientation on earth.

Environment and society:

Demographic structures and processes, social structures, mobility, social changes, urban settlements and rural areas.

Economic systems and areas:

Economic-geographical terms, models and real economic systems, economic regions.

Major regions:

Natural resources, environment and society, economic areas, tourism and transportation, political structure, hot spots.

Developing countries:

Types, characteristics, social and economic problems.

Emerging countries, development policy and its results.

Industrialised countries:

Types, characteristics, problems. Job market structures.

Location factors and structure changes of industrial areas.

Leisure time behaviour and tourism regions.

Austria:

Natural resources, environment and society, economic areas, tourism and transportation, political structure. Current developments.

## 6.2 BUSINESS MANAGEMENT AND NATIONAL ECONOMICS

Educational and teaching objectives:

Teaching should ensure that students

- understand basic business and national-economic relationships and are able to assess their consequences on society;
- critically observe business and national-economic problems as well as are able to contribute to discussions and solutions;
- are able to investigate the consequences of business management dealing;
- understand new technical developments;
- recognise relationships between theory and practice;
- are able to contribute to business management projects.

Teaching content:

Contract of sale:

Legal basics; performance of the sale contract; consumer protection.

Types of payment.

Project management:

Project-oriented work by means of a practical example on a business topic.

Range of performances in different enterprises:

Procurement, storage, production, sales (marketing).

Production (industrial production and handicraft).

Trade (functions, types).

Tourism (hotel and restaurant industry, travel agency).

E-commerce (term, possibilities and dangers).

Rights and duties of employees;

Job application and job interview.

Financial institutions:

Transactions of financial institutions.

Legal forms of enterprises:

Sole proprietorships and business partnerships;

Incorporated enterprises; cooperatives.

Commercial paper (creditor documents, shares, mixed forms).

Economic basics:

Economic principles, division of work, production factors;

Pricing mechanism; national-economic circulation.

National economic and social policy:

Trade cycle policy; budget policy; employment policy (unemployment, employment flexibility, work time reduction, job market and wage policy).

## 6.3 POLITICAL EDUCATION AND LAW

Educational and teaching objectives:

Teaching should ensure that students

- acquire the knowledge necessary to understand political and social life and are able to make use of their rights and duties as citizens;
- are able to analyse current political and social situations and occurrences and to judge them critically;
- are familiar with laws important for private and professional life and are informed about the means of legal recourse;
- know about developments in current society;



- know the principles of the Austrian Federal Constitution;
- respect other people and cultures and aim at conflict solving;
- are willing to take part in public and cultural life and to accept political and social responsibility.

Teaching content:

State:

Components of the state, duties of the state, state and government forms.

International law:

International relationships and organisations; human rights.

Peacekeeping.

The Austrian Federal Constitution:

Guiding principles (democratic, republic, federal and constitutional principle; neutrality, comprehensive national defence, environmental protection, human rights).

Legislation of the Federal Government and the Provinces, administration (structure, self-governing bodies).

Development of a political mind:

Political parties, representative bodies, media.

Judicial system:

Types of law, interpretation, access to law.

Jurisdiction (levels, court procedure). State authority control (highest courts, public counsel, audit court).

Private law:

Personal law, family law, law of succession, property law, law of obligations, consumer protection law.

Industrial law and social legislation:

Individual and collective industrial law; social security.

Commercial law:

Applying for and executing a trade.

EU law.

Criminal law.

## 6.4 ACCOUNTING

Educational and teaching objectives:

Teaching should ensure that students

- know the tasks of business accounting;
- keep vocationally compatible records of receipts in accordance with the system of income and expenditure and double-entry bookkeeping;
- are able to carry out accounting in a small or medium-sized business;
- know and use vocationally compatible principle rules for a simple annual account of a sole proprietorship;
- know the personnel and organisational/ technical requirements and the accounting work flow;
- are able to perform economic calculation processes with consideration to the relevant taxes and levies as well as personnel accounting;
- are able to carry out calculations;
- are able to solve problems in the areas of financial bookkeeping, personnel accounting as well as calculation with the help of standard programs.

Teaching content:

Accounting basics:

Term, tasks and legal basics, bookkeeping systems (overview); bookkeeping regulations.

System of double-entry bookkeeping:

Terms and characteristics; accounts; records of business cases; opening accounts, book entry principles, closing accounts; framework and plan of accounts; balance and record of success; accounts of double-entry bookkeeping; records in relation to e-commerce.

Sales tax:

System and legal requirements; sales tax recording and preliminary tax.

Records of business cases (including specialities in hotel and restaurant industries and e-commerce).

Personnel accounting:

Accounting of regular and other payments.

Booking of wages and salaries; accounting and booking of wage-dependent taxes.

Cost accounting:

Term, tasks and goals.

Calculation in production, trade and tourism businesses.

Annual account:

Accounts of sole proprietorships.

Income and expenditure accounting.

Tax system:

Income tax basics; employee tax assessment.

Software specifically for financial and cost accounting.

Tests:

Per form, in which the subject is taught:

Two one-hour tests;

In the last year, in which the subject is taught:

Two one- or two-hour tests.

## 7. INFORMATION MANAGEMENT

### 7.1 INFORMATION AND OFFICE MANAGEMENT

Educational and teaching objectives:

Teaching should ensure that students

- are able to know and describe the structure and application possibilities of information technologies;
- master a current operating system;
- are able to use standard software from the areas of word processing, table calculation, data basis and presentation to solve problems in professional practice;
- are able to make optimal use of the Internet;
- are able to independently generate and create formally and linguistically proper papers and texts by using prevalent input methods;
- are able to use the current tools of office and communication technology.

Teaching content:

Basics of information technology:

Computer structure.

Mastering a current operating system and the current input possibilities.

Standard software:

Word processing. Presentation program. Table calculations. Data bases.

Text design:

Principles of text production (norms).  
Independent formulation and design of internal and external correspondence.  
Typography and lay-out:  
Linking programs (e.g. serial letters).  
Office management, groupware (administration of appointments and addressees).  
Internet and e-mail.  
Individual and team projects on selected areas of the teaching content.  
Tests:  
Per form, in which the subject is taught:  
Two one- or two-hour tests.

## 7.2 APPLIED COMPUTER SCIENCE

Educational and teaching objectives:

Teaching should ensure that students

- are able to provide, analyse, edit and store information;
- are able to use practical relevant knowledge from the areas of publishing and digital image processing;
- are able to perform projects by using prevalent project management tools;
- understand the social and economic problems connected with the information and communication technology;
- are able to generate digital online content;
- understand the legal basics of information technology;
- are able to apply the current tools of information technology.

Teaching content:

Information analysis:

Information theory, information research and examination, analysis, information consolidation. Introduction to a publishing program to display information.

Image processing:

Graphics formats. Introduction to a graphics program to generate web elements. Image resolution, colour depth, scanning.

Publishing:

Requirements specifications; user guide and screen design; generating static and dynamic digital online content.

Project management:

Special features of IT project management; tools.

Legal regulations:

Copy right, data protection, signature law.

Current communication technologies:

New media and technologies. Basics of e-, m-commerce.

Effects of information technologies:

Individual, society, working world.

Individual and team projects on selected areas of the teaching content.

Tests:

Per form, in which the subject is taught:

Two one- or two-hour tests.

## 8.NUTRITION, HOTEL AND RESTAURANT INDUSTRY

### 8.1 NUTRITION

Educational and teaching objectives:

Teaching should ensure that students

- reflect nutrition habits, develop a behaviour of health awareness and therefore accept responsibility for their own health;
- are able to apply preventative measures to avoid nutrition-related diseases;
- have a basic knowledge of nutrition ingredients and customary groceries in order to be able to orientate to and act responsibly in the market;
- are able to apply specialist software to interpret the results and to implement relevant measures;
- know current types of nutrition and diets and are able to develop menus relevant to target groups;
- are aware of the sustainability of their own actions also in respect to the global distribution of resources and take into consideration ethic principles.

Teaching content:

Physiological basics of nutrition:

Creation of nutriments, cycle of elements in nature. Nutrition tasks. Energy and nutrient requirements.

Nutrition components:

Ingredients that supply and do not supply energy (structure, types and sources, nutritional and kitchen-technical significance).

Consequences of excessive intake and deficiency.

Digestion and metabolism in healthy and sick organisms.

Groceries rich in fat, carbohydrates, proteins, vitamins and minerals:

Types, composition, nutritional and economic significance, commercial types, production, preservation.

Seasonings.

Alkaloid beverages:

Types, sources, production, grades, nutritional significance.

Non-alcoholic beverages:

Types, commercial types, nutritional and economic significance.

Alcoholic beverages:

Nutritional significance.

Quality of groceries:

Grocery toxicology. Alternative types of production. Newly introduced groceries. Foodstuffs law.

Nutrition in different target groups, differentiated according to age, special stress situations and health condition.

Communal catering.

Nutrition and consumption behaviour:

Influences, consumer statistics, tendencies, nutrition education.

Alternative types of nutrition, current trends.

Severe eating disorders caused by psychological distress.

Global nutrition.

## 8.2 KITCHEN AND SERVICE

Educational and teaching objectives:

Teaching should ensure that students

- deal with goods in a respectful manner;
- cope with the professional requirements in appearance and manners and are aware of the responsibility to observe hygiene standards in the business place;
- have core competences such as organisational ability, responsibility, flexibility and capacity for teamwork and are able to apply them in business situations;
- are able to master and use the technical language in all fields;
- are able to produce food and beverages efficiently, implementing nutritional insights, taking into consideration ecological and economic demands as well as the technically relevant usage of tools;
- master the production techniques of canteen and restaurant kitchens;
- master the service techniques and service sequences in the upper-grade restaurant industry, including the assistance and care for guests;
- master basic technical knowledge of beverages;
- are able to implement the guidelines of job safety and the ergonomic course of work;
- are able to use technical knowledge in actual business situations.

Teaching content:

Kitchen:

Work clothes and appearance.

Kitchen technology:

Equipment and utensils.

Kitchen management:

Goods economy. Basics of menu planning.

Portion sizes and quantity estimates. Administering recipes and preparing menus. Kitchen terminology. Application of specialist software.

Quality assurance:

Raw materials, production, final product.

Recipes, processing and cooking methods:

Preparation techniques. Preservation procedures.

Basic preparations and cooking methods. Variations and refinements.

Special techniques. Portioning, preparing, garnishing. Convenience products. Regional, domestic and international cuisine.

Cuisine with organic foods. Current trends.

Canteen kitchen practice. Restaurant kitchen practice.

Service:

Work clothes and appearance.

Eating habits and table manners. Table and service utensils.

Terminology.

Service preparation:

Decorating dining rooms and preparing utensils as well as tables for various occasions. Menu cards. Mise en place.

Service organisation and activities :

Techniques. Serving systems. Service types. Course of service.

Service of specialities.

Course of work in a restaurant.

Billing systems (application of specialist software).

Beverage service:

Preparation and service of alkaloid and non-alcoholic beverages. Service of alcoholic beverages.

Working in front of the customer:  
 Marinating, flaming, carving, filleting.  
 Presentation and service of specialities.

Customer care:  
 Manners. Customer typology. Care of different target groups. Customer advising, sales interview. Complaint management. Sales promotion measures.

Presentation techniques:  
 Presenting of oneself, product presentation.  
 Contents of menu cards and beverage lists.  
 Daily menu, current trends.  
 Service in a café.  
 Types of buffets.

Bar:  
 Types, basic equipment, bar stock, mise en place, course of work, standard recipes, service.

Beverages:  
 Beer:  
 Production, types, brands, purchase and storage, bar counter.

Wine:  
 Viticulture in Austria, wine growing regions, vine varieties, wine-making and storage. Quality criteria, wine tasting.

Blended wines:  
 Types and production processes.

Spirits:  
 Production processes, types and quality characteristics.  
 Appropriate beverages and the recommendation of beverages.  
 Aperitifs and digestives.

### 8.3 BUSINESS ORGANISATION

Educational and teaching objectives:  
 Teaching should ensure that students

- understand complex business structures in the hotel and restaurant industry and recognise relationships between the individual business processes;
- understand the necessity of the organisation and act appropriately;
- are able to implement the guidelines of work safety and of the ergonomic work formation;
- are able to process work orders by means of customary software.

Teaching content:  
 Job descriptions.  
 Hotel and restaurant industries:  
 Types of business, organisation structure, business processes.  
 Developments and trends in the hotel and restaurant industry.  
 Hygiene and safety management, waste management.

Work organisation:  
 Work planning, time management and ergonomic design of the work place.

Personnel management:  
 Planning personnel deployment. Managing the employees.

Event management:  
 Types, current trends, organisation and performance of gastronomic events.

Use of specialist software.

## 9. PHYSICAL EDUCATION

See regulation BGBl.(Federal Law Gazette) No. 37/ 1989.

### A.2. School autonomous extension area (school autonomous compulsory subjects)

In the area of the school autonomous compulsory subjects there must be an educational emphasis; compulsory subjects can be strengthened or expanded upon and/ or seminars can be held.

The framework predetermined by the syllabus should comply with content from the school in accordance with its pedagogical responsibility, its personnel, objectives and financial resources in terms of the best possible support for the students. The contents of the specialised areas should be topics that are not taught in the compulsory subjects.

In terms of the teaching and educational tasks care should be taken that these contents noticeably go beyond the strictly cognitive aspect.

The educational emphasis without predetermined contents as well as the selected seminars must be specified in the educational and teaching tasks and in the teaching content within the framework of pedagogical autonomy, whereas the structure of the compulsory subject description must form the formal basis.

An additional description must be chosen that specifies the concrete teaching content in order to make the training program transparent for the students as well.

Within the framework of the school autonomous compulsory subjects finalising the seminars is variable; a seminar can extend to one or more forms.

Especially in the educational emphasis without predetermined contents as well as in the seminars, students should be enabled to independently work out the teaching areas to the greatest possible extent in cooperation with other students and teachers by utilising all pedagogical possibilities, in particular team-work. When possible in the subject area, project teaching is recommended as well.

See also chapter III (school autonomous curriculum regulations).

### 1. EDUCATIONAL EMPHASES

#### 1.1 EDUCATIONAL EMPHASES WITH PREDETERMINED CONTENTS SECOND MODERN FOREIGN LANGUAGE

Educational and teaching objectives:

Teaching should ensure that students

- experience that learning a foreign language is part of individual enrichment and a possibility to understand other ways of thinking, observe mutual aspects and differences in cultures and develop an open and tolerant attitude;
- recognise the basics of the foreign language parallel to the mother tongue and in relationship with other teaching subjects as a system, develop general strategies of language learning as well as networked thinking;
- develop strategies that enable them to further their foreign language knowledge after having finished school;
- possess the general and vocational technical language and subject competence that enable them to successfully master routine situations in vocational practice;

- are able to recognise and judge the aspects significant for a situation or a problem and are able to adequately transfer the contents between languages;
- are able to understand, process and use information heard or read in the target language from the private, public and vocational area;
- are able to present independently researched topics appropriate to the situation by means of all available information and communication technologies;
- know external foreign language qualifications in terms of an individual education plan and are able to estimate their value for personal and vocational development.

Teaching should ensure that students

- reach at least the level of the Elementary Users A1 according to the standards for language competency determined by the guidelines of the Council of Europe, whereby in particular skills the A2 level should be aimed at \*2).

That means that the students can at least

- understand and use familiar, common expressions and simplified sentences that aim at satisfying specific needs;
- introduce themselves and others and ask questions of other people concerning themselves – e.g. where they live, who they know or about things they have – and answer such questions;
- communicate simply, if the dialogue partner speaks slowly and clearly and is ready to help.

Teaching content:

Development of the language competence by means of the following topic areas:

Personal environment:

Family, friends and social relationships, living area, clothes and fashion, leisure time, sport, media, education, types of personal communication, health, hygiene and nutrition.

Culture and society:

Public institutions, political and social structures, religion, art, current social developments and trends, environment and quality of life, intercultural diversity, peace education, multi cultural and social relationships (e.g. generations, minorities, fringe groups).

Economy and the working world:

Oral and written vocational-related communication in the areas of administration, tourism, trade.

Office and information management, information technology.

Business organisation and work processes, public relations.

Work and job market.

Development of language competency by means of the aforementioned content includes continuously acquiring, strengthening and extending the vocabulary as well as the necessary grammar structures for a successful communication.

Tests:

Per form, in which the subject is taught:

Two one- or two-hour tests.

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\*2) Common European Framework of References for Languages, chapter 3, Common level of References: Global scale; Council of Europe, Strasbourg 2001, ISBN 3-468-49469-6.



## IT-SUPPORT

Educational and teaching objectives:

Teaching should ensure that students

- possess knowledge and skills in the area of operating systems including network linking;
- know significant theoretical elements concerning networks (basics);
- are able to know and use the standard Office applications;
- are able to know and use the standard Internet applications;
- master customer communication (leading conversation);
- are able to generate papers for support, training and presentation.

Teaching content:

Basics of the Internet including basic services.

Office table calculation.

Presentation and communication techniques.

Networks (significant theoretical basics, practical exercises).

Generating web-sites.

Project:

Working out papers for support, training and presentation.

Project management, team work.

Laboratory – test room:

Exercises to find and eliminate errors.

## HEALTH AND SOCIAL MANAGEMENT

Educational and teaching objectives:

Teaching should ensure that students

- reach preparatory training for occupations in health and social management;
- know preventative measures in diseases and accidents as well as supporting measures in health protection and human well-being;
- are able to estimate the effects and dangers of the application of physical and chemical findings on health and environment;
- know preventative measures for health maintenance in the areas of the posture and musculoskeletal system, the internal organs as well as the sense organs;
- are able to provide First Aid;
- know the effects of social factors on human behaviour, understand social processes, know possibilities of social learning and are able to reflect their own social behaviour;
- know legal regulations important for their profession as well as the structure of health and social administration and the relevant public authorities procedures;
- be aware of the responsibility for their own health and for their fellow men.

Teaching contents:

Microbiology:

Diseases that are caused by viruses, bacteria, fungi, protozoa and worms.

Environmental hygiene:

Impairments on human health through pollutants, noise.

Ionising radiation (physical basics, biological effect, protection measures).

Care measures:

The care of babies, the sick and the elderly.

Health training:

First Aid, hygiene measures.

Biomechanics, disorders in the posture and musculoskeletal system;

Ismaology; health maintenance through sport.

Psychology of performance; nutrition mechanisms, metabolic chemistry.

Health maintenance through training and movement; mental motivation.

Medical law:

Constitutional basics. Organisation of health care.

Legal regulations in health care (e.g. health care and nursing law, foodstuffs law, drug law, immunisations).

Health resorts and curative sources.

Social administration:

Social law, industrial law. Institution and administration of health care and welfare. Welfare work (social and national economic aspects). Social medicine (duties of the medical authorities, public health prevention).

Social psychology:

Individual and society. Interaction and communication training (forming of opinion; role and role behaviour; motivation and leadership; group phenomena).

Socialisation process and socialisation authorities.

Behavioural disorders.

EDP-supported projects: cross-curricular projects in the area of welfare.

## 1.2 EDUCATIONAL EMPHASES WITHOUT PREDETERMINED CONTENTS

Educational and teaching objectives:

Teaching should ensure that students gain knowledge and skills that lead to a vocational-related specialisation in harmony with the general educational objective. For more detailed regulations see chapter III (school autonomous curriculum regulations).

Teaching contents:

Foreign language emphasis:

One additional modern foreign language or specialisation in the area of the core subject foreign language.

Tests:

Per form, in which the subject emphasis is taught:

Two one-hour tests.

IT-emphasis:

Specialisation in the area of information and communication technologies.

Specialist-theoretical emphasis:

Specialisation in the area of vocational-related education.

Artistic-creative emphasis:

Specialisation in the artistic-creative area.

## 2. SEMINARS

Educational and teaching objectives:

Teaching should ensure that students develop cultural, ecological, economic and social competences and attitudes in other specialist subjects that are in accordance with the general educational objectives through developing the creative and communicative potential in addition to the educational emphasis and the attitudes, knowledge and skills gained in the core

subjects; especially those competences and attitudes that are presumably of special importance at work and at home and can be directly utilised after having finished school.

Teaching contents:

Special additional contents that can be imparted neither through a strengthening in the compulsory subjects of the core subjects nor through the chosen educational emphasis.

Foreign language seminar:

One further modern foreign language. Distribution of the teaching content corresponding to the foreign language instruction of the core subjects.

Tests:

Per form, in which the seminar is held:

One one-hour test.

Business organisation seminar:

Simulation of an actual situation (test firm) to perform organisational and practical work occurring in businesses in the economy by using specialist language with the help of customary software. In particular students should recognise business processes, take responsibility, independently carry out specialist tasks by using the knowledge acquired in other subjects and they should work in teams.

An organisational model must be worked out for every test firm, whereby teachers of other relevant subjects are to be addressed and consulted concerning the use of the knowledge and skills that the students acquired in their classes. If necessary additional lesson allocations can be included from other pertinent compulsory subjects by the assignment of relevant teachers, and/ or lesson blocking is possible.

IT-seminar:

Current contents from the area of information and communication technologies.

General educational seminar:

Contents that extend general education, whereby vocational-relevant aspects must be included, if possible.

Natural science seminar:

Contents that extend natural science education, whereby vocational-relevant aspects must be included, if possible.

Artistic-creative seminar:

Supporting creativity through artistic activities, whereby vocational-relevant aspects must be included, if possible.

Personal development seminar:

Supporting social competency, the culture of conflict, teamwork skills, competency in communication and problem solving; mental hygiene in professional life.

Specialised theoretical seminar:

Contents that extend the vocational-related education in the area of theory; the emphasis on application is to be specially considered.

Practical seminar:

Specialised-practical content in connection with specialised-theoretical basics that are to be imparted in a clearly recognisable fashion.

## B. FACULTATIVE WORK PLACEMENT

Educational and teaching objectives:

Teaching should ensure that students

- acquire professional expertise in a company that meets the requirements of the particular professional areas of the students in this type of school supplementary to the knowledge and skills taught in the respective subjects;
- are able to implement their acquired business competency in vocational world;

- gain comprehensive insight into the company organisation;
- know about the rights and duties of employees and are thereupon able to examine the immediate job situation;
- show efficient, self-confident, proper and friendly behaviour to superiors and colleagues;
- gain an overall positive attitude to vocational life and to the specific vocational environment in particular by connecting training and practice experience.

Temporal and factual framework:

Between the 2<sup>nd</sup> and 3<sup>rd</sup> year in an extent of four weeks in companies in the areas of economy, administration, tourism or nutrition as well as in the vocational areas corresponding to the training emphasis.

In justified cases within the framework of the entire practice duration, work placements as well are permissible during term breaks or other holidays during the term.

Didactical basics:

The work placement must be served on the basis of an agreement made as precise as possible between the students and a relevant company corresponding to the educational goal of the school type.

The school is to provide help in finding appropriate practice jobs; it is however not responsible to see that there are enough practice jobs available.

The school is to strive toward the observation of the relevant labour and social law regulations when the contract is made. As a rule the student apprentice employment contract must be secured by labour contracts that are formulated according to the agreements of the social partners.

The student apprentices are to be told by the school to report appropriately on their activities so that they can be evaluated in the respective training subjects in the following term.

Before the start of the work placement the students must be informed on their rights and duties as a student apprentice and they also have to be introduced to the steps they should take in case of serious problems.

It is also recommended for the school to keep reasonably in touch with the companies where the students serve their work placements as well as with the employer and employee representatives.

Work placements can be performed nationally or internationally; it is incumbent on the school to inform about special features associated with international work placements. The suitability of international work placement jobs must be appropriately documented.

The competent and trustworthy advice for students by school principals, technical managers and teachers is of vital importance especially in connection with work placement performance so that it becomes a positive experience and prompts the student to feel at ease in the profession also after having finished school.

In the case of sufficient relevance, which is to be assessed by the school, a notation on having completed the facultative work placement must appear in the final exam certificate.

### C. Non-compulsory subjects and electives

Educational and teaching objectives, didactic basics:

Non-compulsory subjects and electives can supplement existing compulsory subjects or impart contents from other subjects. The course description is to be chosen from the relevant compulsory subject in the core subjects, the educational emphasis or the relevant seminar. In order to make the training program clearly identifiable also for students as well as for parents, an additional course description must be determined if necessary to specify the concrete training content.

Additionally the regulations on the school autonomous compulsory subjects are valid. It is possible to block subjects during certain parts of the school year.

#### D. Remedial instruction

Educational and teaching objectives:

Students who are willing to perform and basically qualified, and yet are suffering from a reduction in achievement, should bring the knowledge and skills that enable them to fulfil the educational and teaching objectives of the respective compulsory subject.

Teaching content:

Such as in the respective form of the relevant compulsory subject restricted to those teaching contents that require repetitions and exercises.

Didactic basics:

The educational and teaching objective necessitates repetition and intensified exercise of the relevant compulsory subject matter. Because the students' weak areas generally are in different areas, teamwork becomes especially important.

Permanent contact with the teacher of the respective compulsory subject is a significant requirement for the success of the remedial instruction.

Basically, remedial instruction is not allowed to be used to extend, to supplement or to deepen the training in the respective compulsory subject.

## SECONDARY COLLEGE FOR ECONOMIC PROFESSIONS

## I. SYLLABUS \* 1)

(Total number of lessons and number of lesson hours per subject)

Compulsory subject	lessons per week					sum	teaching contract
	year						
	I.	II	III.	IV.	V.		
A.1. Core subjects							
1. Religious education	2	2	2	2	2	10	(III)
2. Language and communication:							
2.1 German	3	2	2	2	3	12	(I)
2.2 Communication and presentation *2)	-	-	2	-	-	2	III
2.3 Foreign languages							
2.3.1 English	3	3	3	3	3	15	(I)
2.3.2 Second modern foreign language	3	3	3	2	3	14	(I)
3. Human sciences:							
3.1 History and culture	-	-	-	3	2	5	III
3.2 Psychology and philosophy	-	-	-	2	2	4	III
4. Arts:							
4.1 Music education *4)	1	(1)	(1)	(1)	(2)	1+(5)	(IVa)
4.2 Fine art and creative design *4)	3	(1)	(1)	(1)	(2)	3+(5)	IVa
5. Natural sciences:							
5.1 Biology and ecology	-	-	3	2	-	5	III
5.2 Chemistry	3	-	-	-	-	3	(III)
5.3 Physics	-	2	-	-	-	2	(III)
5.4 Mathematics and applied mathematics	2	2	2	2	-	8	(I)
6. Economics, politics and law:							
6.1 Geography and economics	3	2	-	-	-	5	III
6.2 Business management and national economics	-	3	3	2	2	9	II
6.3 Political education and law	-	-	-	2	2	4	III
6.4 Accounting and controlling *5)	3	2	2	2	3	12	I
7. Information management:							
7.1 Information and office management *6)	2	2	-	-	-	4	III
7.2 Applied computer science	-	-	2	2	2	6	I
8. Nutrition, restaurant and hotel trade:							
8.1 Nutrition	-	2	2	-	-	4	III
8.2 Kitchen and service	3	4	3	4	-	14	IV
8.3 Business organisation	-	-	2	-	-	2	II
9. Physical education	2	2	2	2	2	10	(IVa)

<hr/>							
Total number of lessons per week							
Core subjects	33	32	33	33	28		159
<hr/>							
Compulsory subjects of the school autonomous extension area according to part A.2	2	3	3	4	4		16
<hr/>							
Total number of lessons per week	35	35	36	37	32		175
<hr/>							
A.2 School autonomous extension area *7)							
(school autonomous compulsory subjects)							
1. Educational emphasis: *8)							
1.1 Educational emphasis with pre-determined contents:							
International communication in the economy							I
Media computer science							I
Cultural tourism							III
1.2 Educational emphasis without pre-determined contents:*9)							
Modern foreign language emphasis							I
IT emphasis							I
Specialised theoretical emphasis							III
Artistic/creative emphasis							IVa
<hr/>							
Number of lessons per week in the educational emphasis							8-16
<hr/>							
2. Seminars: *9)							
Modern foreign language seminar							I
Business organisation seminar							I
IT seminar							I
General education seminar							III
Natural sciences seminar							III
Artistic/creative design seminar							IVa
Personal development seminar							III
Specialised theoretical seminar							III
Practical seminar							IV
<hr/>							
Number of lessons per week of the seminars							0-8
<hr/>							
Number of lessons per week							
In the extension area	2	3	3	4	4		16
<hr/>							
B. Compulsory work placement							
Twelve weeks between year III and IV							
<hr/>							
C. Non-compulsory subjects and electives *7)							
<hr/>							
D. Facultative work placement							
Four weeks between year IV and V							

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## E. Remedial instruction \*7)

- \*1) Curriculum decisions can be amended autonomously in each school according to the provisions of part III.
- \*2) Including electronic data processing.
- \*3) In official documents the foreign language term must be stated in brackets.
- \*4) Alternative compulsory subject from year II to V.
- \*5) Including computer support.
- \*6) Including computer-supported text processing.
- \*7) Determination by school-autonomous curriculum provisions (see part III).
- \*8) During the entire education period the education focus is to be held in extent of at least eight hours per week.
- \*9) In official documents the more defined term of the educational emphasis without pre-determined contents and/or of the seminar must be stated.

## II. General educational objective

In terms of §§ 65 and 76 and taking into consideration §2 of the state law of school organisation law, the secondary school for economic professions provides a comprehensive general education as precondition for the studies at an advanced technical college, at universities and academies and imparts in an integrated curriculum knowledge and skills in preparation for occupations in the fields of economy, administration, also in the area of social and health management, tourism and nutrition.

The main educational objectives of the school focus on personal development, ability for professional mobility and flexibility, creativity, critical awareness and social involvement, communicative skills in both the mother tongue and foreign languages as well as the willingness to continue education in the lifelong learning process.

An additional educational focus is the training of professional skills needed to solve business organisational problems using modern technology and taking into consideration economic, ecological and social aspects, to work in teams and manage employees. The students are educated to think and act responsibly and holistically. Provided with theoretical knowledge and practical skills, the students should develop a responsible attitude in their relationships with other people.

The encounter with other cultures should give the students a cosmopolitan and broad-minded attitude. The students should thereby develop democratic thinking and be prepared for life in a multicultural society.

## III. SCHOOL AUTONOMOUS CURRICULAR REGULATIONS

### IIIa. General regulations

Autonomously made curriculum decisions (§6 par.1 of the state law of school organisation) grant each school the scope for development in their core and extension areas by creating the compulsory subjects (except the compulsory subject “religious education”), the elective and non-obligatory subjects as well as the tutorial lessons. In order to use this liberty sensibly it is necessary to consider the needs and problematic situations in the individual school or grade as well as the wishes and goals which result thereof. It is necessary to base this autonomous liberty on a concept that fulfils the needs of the students, the school partners as well as those in the academic, general-cultural and economic environment. The school autonomous curricular regulations must observe the provided framework of lessons per week for teachers and the possibilities of space and equipment in the school. School autonomous curricular



regulations have to consider the general educational goal of the syllabus explained in chapter II, and particularly the compatibility of the Austrian school system (§3 of the state law of school organisation).

### IIIb. School autonomous deviations from the syllabus

To optimise the training content coordination of the various areas of scholastic extension the distribution to the individual forms of weekly lessons in all compulsory subjects included in the syllabus can be modified school-autonomously according to the following regulations:

1. In individual compulsory subjects of the core area the number of lessons per week can be reduced in all up to ten lessons per week during the entire education in order to increase (within the extent of the reduction) the number of lessons per week of other compulsory subjects of the core and/ or the school autonomous extension area. A compulsory subject of the core area with up to four lessons per week is allowed to be reduced by one lesson per week at most; a compulsory subject of the core area with more than four lessons per week is allowed to be reduced by two lessons per week at most.
2. Moreover during the entire education the extension of lessons per week of the core area can be increased in all up to eight lessons per week from the school-autonomous extension area.
3. During the entire education the school-autonomously chosen educational emphasis (educational emphasis on pre-determined contents or educational emphasis without pre-determined contents) is not allowed to make up fewer than eight lessons per week.
4. The number of lessons per week of all compulsory subjects in the individual forms (in the core and extension area) is not allowed to exceed 38 lessons per week.
5. The over-all number of lessons per week of compulsory subjects is not allowed to go below or to exceed 175 lessons per week.

Should the number of lessons per week of compulsory subjects in the core area be increased or reduced, the educational and teaching tasks as well as the teaching contents must be adapted appropriately in any case.

The school-autonomous syllabus must be developed for a complete course of education (year I to V) and it must be retained for the complete course of education.

### IIIc. School-autonomous distribution of the curriculum content

The curriculum content distribution to the individual forms is to proceed by school-autonomous curriculum plan regulations. This distribution of the curriculum content to the individual grades must be based on an overall school concept including all forms. This concept must take into consideration interrelationships between the teaching subjects and the compatibility of the Austrian school system (§3 of the state law of school organisation).

### III d. School-autonomous extension area

The areas of educational emphasis are compulsory subjects that lead to specialized professional training. For each school the educational emphasis must be determined within framework of the school-autonomous curriculum plan regulations. If parallel forms exist at a school, educational emphasis can be determined separately, whereas it must be taken into consideration the (estimated) number of students as well as the forms, in particular in the higher educational levels.

Should an educational emphasis without pre-determined contents be chosen, a more defined specification, the educational and teaching task as well as the teaching content must be determined school-autonomously.

The seminars (one or more) provide a further educational offer within the curriculum plan regulations as compulsory subjects in other areas that are in accordance with the general educational objectives of the school.

Should one or more seminar be held at a school (in particular study years), their choice as well as their subject title, their educational and teaching tasks, their teaching content and their lesson extent must be made school-autonomously. In the area of seminars it is permissible to merge lessons per week school-autonomously.

### IIIe. Electives, non-compulsory subjects and remedial instruction

Possible electives and non-compulsory subjects as well as remedial instruction must be determined according to their title, their content and their lesson extent by school-autonomous curriculum plan regulations, whereas the regulations on school-autonomous compulsory subjects must be used correspondingly.

## IV. GENERAL DIDACTIC PRINCIPLES

Lessons must be held in a cross-curricular manner taking into consideration regional specialities and current events as well as new technologies when possible. Students should be encouraged to take part in a life long learning process.

There should be a continual consultation among teachers of related subjects so that cross-curricular thinking and comprehension is ensured.

Pedagogical meetings, written lesson plans and other necessary measures should secure the usage of any and all cross-curricular connections.

The curriculum is to be understood as a framework that makes it possible to take changes and innovations in society, economy and culture into account.

Close attention should be paid to the proper use of High German in all subjects. Mistakes in pronunciation, orthography, grammar and vocabulary are to be brought to the student's attention.

In all appropriate subjects special importance should be placed on political and health education, media technology, environmental protection as well as on the equal treatment of men and women.

It is recommended that the teacher imparts in-depth knowledge of a necessarily limited field rather than superficial knowledge concerning a wide spectrum of his subject. It is therefore necessary to teach and learn in an exemplary manner.

Therefore teachers should choose the teaching method that captures the students' interest in new content and encourage them to recognize what is important.

Merging the lessons per week in the extension area (see chapter III) enables an immersion in handling the teaching contents.

Problem and action-oriented work as well as cooperation on projects, case studies and simulations should lead to logical, creative and networked thought processes as well as to responsible decisions and actions. Project-oriented work in the practice firm is a method to use basic knowledge acquired in different training lessons, to use learning and working techniques as well as to further develop communicative skills and teamwork.

Especially in the school-autonomous compulsory subjects the students should be enabled to individually work out teaching contents to the best possible extent by using all

pedagogical possibilities, particularly in teamwork, in cooperation with class-mates and teachers. Where it is possible in the subject, project teaching is recommended.

## V. CURRICULA FOR RELIGIOUS EDUCATION

- b) Catholic religious education  
see publication BGBl (Federal Law Gazette) Nr. 157/1987.
- b) Evangelic religious education  
see publication BGBl (Federal Law Gazette) Nr. 515/1991.
- c) Old-Catholic religious education  
In general, the Old-Catholic religious education is conducted as team training according to § 7a of the religious education law in its present valid version. Accordingly, the curriculum for religious education in the upper levels of high schools for general education is to be used.
- d) Islamic religious education  
see publication BGBl (Federal Law Gazette) Nr. 421/1983.
- e) Jewish religious education  
The publication BGBl (Federal Law Gazette) Nr. 88/1985 in the respective valid version is to be used appropriately.
- k) New-Apostolic religious education  
see publication BGBl (Federal Law Gazette) Nr. 269/1986.
- l) Religious education of the Church Jesus Christ of the Latter-Day Saints  
see publication BGBl (Federal Law Gazette) Nr. 239/1988.
- m) Syrian-Orthodox religious education  
see publication BGBl (Federal Law Gazette) Nr. 467/1988.
- n) Greek-Oriental (Orthodox) religious education  
see publication BGBl (Federal Law Gazette) Nr. 441/1991.
- o) Buddhist religious education  
see publication BGBl (Federal Law Gazette) Nr. 255/1992.

## VI. EDUCATIONAL AND TEACHING OBJECTIVES AND TEACHING CONTENTS OF THE INDIVIDUAL SUBJECTS

### A. Compulsory subjects

#### A.1. Core area

#### 2. Language and communication

##### 2.1 German

Educational and teaching objectives:

Teaching should ensure that students

- are able to participate actively and creatively in cultural, economic and political life,
- are able to deal effectively with situations of oral and written communication in their personal and professional fields,
- are able to express themselves spontaneously, clearly and without being misunderstood, to understand and process written texts and to reproduce them in a logically consistent way,
- develop linguistic creativity;
- are able to handle aids for pronunciation, grammar and expression;
- are able to use critically specialist reference books and the new media, particularly the Internet.

Teaching content:

Literature and culture:

Literary genres and terms.

Exemplary selection of literary works from the beginnings up to the 21<sup>st</sup> century including international developments.

Contemporary Austrian literature.

Cultural and social environment of selected examples and their relation to the present.

Reading, presenting and interpreting texts.

Creative writing. Summary. Characteristics. Criticism.

Media and economy:

Types and functions of media. Media criticism. Analysis of media consumption.

Language of media. Preparation of information with and in the media.

Economy texts (note-taking, minutes, excerpts, summaries, marketing text, etc.)

Journalistic texts (report, commentary, gloss, letters to the editor, etc.).

Interpreting texts and statistic data.

Society and politics:

Current society-relevant issues.

Language correctness and language reflection:

Application of spelling and punctuation rules.

Writing and meaning of prevalent foreign words and technical terms.

Grammar structures (words, phrases, sentences, etc.)

Structures of contemporary speech. Language levels. Changes in language.

Style (text-appropriate)

Written and oral communication :

Analysis. Argumentation, documentation, dispute, appeal, commentary, discussion, debating, addressee-oriented use of the language (register).

Written exams:

Per year, in which the subject is taught:

Two one- or two-hour written exams;

In the last year, in which the subject is taught:

Two three-hour written exams.

## 2.2 COMMUNICATION AND PRESENTATION

Educational and teaching objectives:

Teaching should ensure that students

- are able to structure and plan a speech;
- are able to prepare and perform a presentation;
- achieve speaking competence in different areas of economic and private life;
- are able to use language as a tool in professional life;
- experience how motivation can be stimulated by positive feed-back;
- are able to optimise their communication and expression ability by means of a permanent training situation;
- are able to work in teams.

Teaching content:

Communication:

Basics. Verbal and non-verbal communication. Body language.

Types of talks (job application, conflicts, job interview, telephone calls, etc.)  
Giving talks. Moderating. Communication in teams. Argumentation. Questioning technique. Active listening. Feedback.

Rhetoric:

Talking and speech technique, articulation in the standard language.

Planning and structuring a speech. Rhetoric means.

Fear and inhibition of public speaking. Dealing with stage-fright.

Presentation:

The human focal point of the presentation (presenter and audience; psychological aspects).

Types of presentation.

Planning, performing and post-processing a presentation.

Use of media (overhead projector, flip chart, pin board, computer, etc.)

Creative work techniques (brainstorming, mind-mapping, 6-3-5, etc.)

## 2.3 FOREIGN LANGUAGES

Educational and teaching objectives:

Teaching should ensure that students

- experience that learning a foreign language is a personal enrichment and a possibility to understand other thinking systems, recognise cultural similarities and differences and develop an open and tolerant attitude;
- recognise the required modern foreign languages as a system parallel to the mother tongue and in connection with other teaching subjects; develop general strategies in acquiring language as well as networked and abstract thinking and use interdisciplinary synergy effects productively;
- develop strategies that enable an extension of the foreign language knowledge after having finished school;
- possess general as well as vocational-specific language, professional and problem-solving competency that enables a successful mastering of routine situations and standard business cases in professional practice;
- are able to understand, to process and to use actual information from private, public and professional areas that they hear or read in the target language and are able to recognise and assess the relevant aspects important for a situation or a problem;
- differentiate registers actively or passively, choose registers for the adequate text type or communication form and interact spontaneously, flexibly and appropriately in style;
- implement different languages and registers in a parallel fashion and dependent on the situation, and are able to adequately transfer content between languages;
- are able to present individually researched issues adequate to the situation by means of all available information and communication technologies and when necessary are able to contrast the contents;
- know external foreign language qualifications in terms of an individual educational plan and are able to estimate their value for personal and professional development.

### 2.3.1 English

Teaching should ensure that students

- reach at least the level of the Independent Users B2 according to the determined standards for language competence in the regulations of the Council of Europe (European Framework of Reference), whereby in certain skills the aim is the level of the Proficient User C1 \*1).

That means, students are able at least

- to understand main contents of complex texts from concrete and abstract topics; to understand specialist discussions as well in their own special field;
- to communicate spontaneously and fluently so that a normal conversation with a native speaker is possible with relatively little effort from both parties;
- to express themselves clearly and in-depth on a wide spectrum of topics, to give their point of view on a current theme and to argue the pros and cons.

### 2.3.2 Second modern foreign language

Teaching should ensure that students

- reach at least the level of the Independent Users B1, whereby in individual skills it should be aimed at the level of the Proficient User B2 \*1).

That means, students are able at least

- - to understand main points, if clear standard language is used and if it is about familiar aspects of work, school, leisure time, etc;
- to master most situations that they meet when travelling in the countries where the language is spoken;
- to express themselves in a simple and coherent way about familiar issues and fields of personal interests;
- to report on experiences and events, to describe dreams, hopes and goals and to briefly explain or justify plans and opinions.

Teaching content:

Development of language competence by means of the following issue areas:

Personal environment:

Family, circle of friends and social relationships, living area, clothes and fashion, leisure time, sport, media, education, kinds of personal communication, health, hygiene and nutrition.

Culture and society:

Public institutions, political and social structures, religion, art, current social developments and trends, environment and quality of life, cross-cultural diversity, peace education, multicultural and social relationships (e.g. generations, minorities, fringe groups).

Economy and the working world:

Oral and written vocational-related communication in the areas of administration, tourism, service, trade and production.

Office and information management, information technology.

Business organisation and work processes, public relations and marketing.

Work and job market.

Development of language competence by means of the aforementioned contents includes continuously acquiring, strengthening and extending the vocabulary as well as the necessary grammar structures for a successful communication.

Written exams:

Per year, in which the subject is taught:

Two one- or two-hour written exams;

In the last year in which the subject is taught:

Two two- or three-hour written exams.

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\*1) Common European Framework of References for Languages, chapter 3, Common level of References: Global scale; Council of Europe, Strasbourg 2001, ISBN 3-468-49469-6.

### 3.1 HISTORY AND CULTURE

Educational and teaching objectives:

Teaching should ensure that students

- skilfully possess the historical knowledge necessary in daily and professional life with special consideration to Austrian history and be able to use this knowledge for political and social action;
- are able to obtain and assess information necessary for understanding the contemporary global situation and the interrelationships among politics, economy and culture;
- are able to analyse and critically assess current political, social, economic and cultural situations and events taking into consideration historic models;
- affirm the preservation of cultural heritage;
- are ready to actively participate in the public and cultural life and take on political and social responsibility;
- affirm democratic principles, are empowered for intercultural encounters and peaceful conflict-solving;
- are familiar with project-oriented work;

Teaching content:

History's significance (tasks, themes, methods).

Significant social, cultural, political and economic factors for the development of modern society from its origins up to the 18<sup>th</sup> century with a special focus on Austria.

The Age of Enlightenment and the revolutions of the middle-classes;

Intellectual principles. Political doctrines. The origins of the USA.

Napoleon and Europe. The Restoration and revolution.

Nationalism and liberalism. The Industrial Revolution and social issues; The Labour Movement.

Society, economy, culture (classicism, Biedermeier), science and technology.

Developments in Austria:

The Age of Imperialism:

National drives towards conciliation. Europeanisation of the world.

Pre-World War I Europe; World War I.

Society (the upper middle-class, industrial society, women's liberation).

Ideologies and political movements.

Economy, science and culture.

Developments in Austria.

Developments after World War I:

The Russian Revolution. The reorganisation of Europe.

Austria: The First Republic.

Totalitarian ideologies and systems (causes and fundamentals, politics, persecution, resistance); anti-Semitism, fascism in Austria. The crisis of democracies.

International organisations.

National-Socialism, the Holocaust, World War II.

Extra-European developments.

Society, economy (inflation, the Depression, economic control), science, technology, culture.

Developments in Austria.

The Age of Pluralism:

The United Nations. The East-West conflict (creation of blocs, hot spots, the non-aligned country movement).

European unity.  
 The North-South-Conflict and decolonisation.  
 Racism, genocide.  
 Society, economy (social partnership; social conflicts; alternative movements; economic growth and ecology, science, technology).  
 Culture as an economic factor:  
 Developments in Austria (domestic and foreign policy of the Second Republic).  
 Current development processes:  
 Revolution in the Eastern Bloc, breakdown and democratisation of the Socialist community of states.  
 Neo-nationalism and the multicultural society.  
 European integration.  
 Migration problems. Terrorism. Contemporary history topics.

### 3.2 PSYCHOLOGY AND PHILOSOPHY

Educational and teaching objectives:

Teaching should ensure that students

- are able to understand psychological phenomena and the to specify specialist terminology;
- are able to make use of literature specialising in psychology and pedagogic;
- are able to understand their own personality as well as that of their fellow human beings and grasp the relationships between individual and social reality;
- show consideration for the personality of others in their behaviour;
- show a well-founded and acceptable attitude towards problems in life and a responsible, tolerant attitude within society;
- deal with the principles of human existence and develop a personal world view and idea of man as a basis to act responsibly;
- are able to use the acquired knowledge in professional and personal life situations;
- think independently and critically;
- respect the intellectual achievements of other world views;

Teaching content:

Psychology and pedagogy:

Subject, application area, directions.

Psychological powers (motivation and emotion).

Cognitive functions:

Consciousness, memory, thought, intelligence, talent.

Learning theories and techniques.

Developmental psychology:

Childhood; adolescence; adulthood up to old age.

Psychological dysfunctions and distinctive behavioural features (psychotherapeutic and psychiatric treatment methods).

Conflicts in the area of family, work and leisure time (types and coping).

Aggression research.

Addiction prevention.

Industrial psychology.

Economy and marketing psychology. Media education.

Sexual psychology (attitude toward sexuality, sexual behaviour, sexual dysfunctions).

Personality psychology:

Mainstreams in depth psychology.



Personality research; Personality diagnostics.  
 Psychosomatics, psychohygiene, environmental psychology.  
 Social psychology:  
 Socialisation (gender and class-specific).  
 Group, mass-psychological phenomena.  
 Mental attitudes and prejudices; manipulation; communication.  
 Philosophy:  
 Man and perception:  
 Methods, goals, the limits of perception; science theory;  
 Language philosophy; logic.  
 Man and values:  
 Values problem; ethics; aesthetics.  
 Man and nature:  
 Ecological thought patterns (nature – technology – society).  
 Man and society:  
 Human relationship forms (Ego/ you – relation, small group; society models, feministic thinking); law, politics, power; ideology and criticism of ideology; utopias.  
 Man and transcendence:  
 Metaphysics.  
 Mainstreams in contemporary philosophy.  
 Personal critical events.

## 4. ART

### 4.1 MUSIC EDUCATION

Educational and teaching objectives:

Teaching should ensure that students

- are able to present themselves linguistically, vocally and physically with appropriate quality;
- are able to express themselves in music individually and/or in groups in a qualified manner;
- are able to listen consciously and in a concentrated and differentiated manner;
- develop individual musical talents;
- are able to deal with music emotionally and cognitively;
- experience music as a possibility to enrich one's life;
- acquire an ability to work in teams, communication abilities, social competence, tolerance and the power of concentration in their musical activities;
- know the different types of historical and contemporary music;
- are able to critically reflect and use the various effects and functions of music in a permanently changing acoustical environment;
- know and are able to implement audio-visual information technologies;
- know the social and economic meaning of music;
- understand the significance of music in Austria within a historical, regional and international context;
- have knowledge on possible criteria of musical and artistic quality;
- are able to perform cross-curricular projects;

Teaching content:

Vocal music:

Songs – folk, art, popular - from different styles, eras and cultures with or without accompaniment for one voice or several voices, also in connection with movement, plays.

Vocal training and speech support – movement, relaxation, posture, breathing, formulation, articulation, expression.

Rhythm, melody, intonation, speech.

Vocal possibilities, the experimental and improvisatory use of the voice.

The use of a microphone.

Instrumental music-making:

Play with rhythms, tones and sounds, sound experiments and improvisation.

Harmonic patterns.

The use of available instruments for song – folk, art, popular - accompaniment, movement accompaniment and scenic presentations.

Giving artistic form to music:

Giving musically artistic form to texts, images, moods and emotions.

Scenic performance, collages.

Song writing, creating individual texts to music.

Musicology:

An orientation in music-historical eras by means of significant, cultural-historically significant works.

Work examination and work interpretation.

Creative elements in music such as repetition, development, contrast, tension and resolution, intensification and reduction, motive, theme, melody, rhythm, harmony.

Types of notation and tonic systems.

Types and genres of music

Music ensembles from different eras and cultures.

Listening:

Selected listening repertoire from different eras, styles, areas of function and cultures.

Emotional and cognitive relations to music.

Music and society:

Orientation in regional, national and international cultural life.

The significance of music for society.

Music as an economic factor, occupations in the music business.

Financing and marketing music, music and advertisement, music industry and media, subsidy policy and sponsoring, cultural tourism.

Effects and functions of music.

Musicians and music in a social, historical and political environment.

Rhythm:

Training with rhythmic syllable speech, body percussion and instrumental percussion.

Rhythmic patterns, dance rhythms and performing one's own forms.

Movement:

Body posture and motion sequences; free and individually choreographed forms of movement; Austrian and international dances.

Electronic media and information technology:

Use of the Internet for music.

Computer-generated music, sound and sound-design, film music and video clips.

Cross-curricular artistic project.

## 4.2 FINE ART AND CREATIVE DESIGN

Educational and teaching objectives:

Teaching should ensure that students

- are able to deal objectively and critically with contemporary and future design in products and surroundings;
- are able to make successful use of their own creative potential;
- are able to implement ideas creatively, in plans and organising;
- are able to work experimentally;
- are able to implement technical knowledge and skills systematically, material-compatibly and by means of current media in product and surroundings design;
- are able to define quality criteria for design and production processes and to apply reflection methods;
- are able to summarise the results of the practical work or reproductions, to document them in an appropriate manner and to prepare them for a presentation;
- appreciate creative artistic work and the observation of works of fine art;
- understand the character and the function of creative artistic work;
- have an open and critical attitude towards all manifestations of fine art and architecture;
- know significant examples of fine art and architecture from different eras;
- know the basic specialist vocabulary and are able to use it within the framework of art reflection;
- show an independent use of institutions and media in the art world;
- possess creative competence and are able to express themselves by means of different techniques and materials;
- are able to solve problem-related tasks material-compatibly, target-oriented and independently;
- are supported in their creative talent and are able to use creative resources and abilities;
- are able to apply visual media as a production and presentation tool;
- are able to perform cross-curricular projects.

Teaching content:

Creative design:

Object creation (creation criteria – material, function, shape, colour. Tools and procedures; accident prevention.

Object analysis, subjective and objective criteria for object assessment).

Design in the surroundings (decoration and space design).

Application of modern media in design and documentation.

Creativity techniques.

Experimental expressive possibilities.

Graphic arts and painting:

Practical and visual object research (physical makeup and space, structural elements, surface quality, proportion, perspective).

Drafts, autonomous drawing and several graphic print procedures.

Free painting (different materials and techniques, composition and colour).

Plastic design:

Three-dimensional object design.

Spatial design:

Drafts for spatial design, perspective representations, shape and function.

Media:

Application of visual media, basics of technique and design.

Text and lay-out:

Text as an element of communication and design.

Simple applications in the field of lay-out and graphic design, poster design.

Reflection:

Dealing with fine art and architecture.

Interpretation of works, the meaning of their content and the conditions contributing to their synthesis.

Fundamental design and creation tools. Technical terminology. Comparative visual image observation.

Architecture in human settlement areas, living.

Development of European art, current, international trends. Classifying works of art into the overall picture of a culture, elementary stylistic/ historic relationships.

Analysis of media products. Creative elements and their effects.

Independent use of institutions and media in the art world.

Cross-curricular artistic project.

## 5. NATURAL SCIENCES

### 5.1 BIOLOGY AND ECOLOGY

Educational and teaching objectives:

Teaching should ensure that students

- are able to find relationships from the molecular level up to the level of organic systems;
- are able to understand and assess ecological cycle processes;
- recognise nature as a networked system and see themselves as a part of it;
- are able to present biological and ecological topics and make them understandable with the help of modern technical means;
- understand the manifold interactions between society and the environment;
- recognise an intact environment as a precondition for their own health and as an economic factor;
- are able to decide ecologic-economic questions responsibly;
- recognise significant ergonomic relationships;
- are able to question and assess new technologies critically.

Teaching content:

General biology:

Cytology:

The cell as the basic life unit. Components, structure, contents, cell metabolism, cell division.

Differences and similarities in the cell structure of organisms.

Microbiology:

Basics. Biotechnology – selected production procedures.

Bacteria, viruses, fungi. Animal and plant protozoa.

Cell – tissue – organs – organ systems – organism:

Plant, animal and human tissue types.

Plant and animal organs and organ systems on significant examples (structure and energy metabolism; reproduction and evolution; nervous and control systems).

Somatology:

Human anatomy and physiology.

Sexuality, birth control, evolution.

Health care (infectious diseases, diseases of modern civilisation, psychosomatics, narcotics, ergonomics).

Behavioural biology:

Methods; congenital – acquired behaviour.

Animal and human behaviour (social behaviour, communication, sexual behaviour, territorial and possessive behaviour, hierarchy, aggression, brood care, parent - child behaviour).

Ecology:

Biotic and abiotic factors.

Ecosystems, circulatory system and energy flow.

Human influences on ecosystems, regional and global effects.

Nature and environmental protection.

Genetics and genetic technique:

Cytological basics of heredity. Molecular genetics.

Human genetics.

Genetic-technical applications (selected examples).

Evolution:

Physical, chemical, biotic and cultural evolution.

Evolution factors. Evolution theories. Cycle.

Exceptional position of man.

## 5.2 CHEMISTRY

Educational and teaching objectives:

Teaching should ensure that students

- are able to master chemical methods and to describe causal relationships – also by means of modern technical devices;
- are aware of the principles of model conceptions and are able to comment critically on current natural-scientific topics;
- are open to natural-scientific developments and recognise their dangers and based on their knowledge are able to estimate the risks and dangers;
- responsibly consider health, economic and ecologic factors in the use and disposal of chemicals in professional and everyday life;
- are able to recognise a problem, to formulate it as well as to solve it in a team.

Teaching content:

Chemical methodology:

Segregation processes and analyses methods (pollutants in air, water, soil and foodstuffs).

Structuring models (atoms – periodic table; molecules; chemical bonds),

Relationship between material structure and characteristics, interaction between molecules.

Chemical reactions:

Stoichiometry laws, energy conversion, types of reactions.

Water:

Water as a solvent (concentration indications in chemistry).

Processing methods, water quality classification.

Water pollution; water processing.

Acids, alkalis, salts, pH-value, buffer solution, complex building, sedimentation.

Air:

Composition, air pollution, pollutants.

Organic chemistry:

Hydrocarbons (structures, types of reactions, petroleum and petroleum products).

Alcohols and their oxidation products.

Carbonic acids and their derivatives.

Energy-supplying parts of foodstuffs (basic chemical structure):

Carbohydrates, glycolisation, photosynthesis, lipids, lipid catabolism;

Energy production in the body, citrate cycle; structure and effects of membranes; transporting cycles; ATP-synthesis.

Organic chemistry applications (e.g. cleaning agents, drugs and intoxicants, cosmetics).

Materials:

Glass, metals, paper.

Synthetics (thermoplastics, elastomers, thermosets).

Application possibilities, environmental problems.

Biochemistry:

Chemical evolution. Enzymes, nucleic acids. Protein biosynthesis.

Biotechnology (selected examples).

### 5.3 PHYSICS

Educational and teaching objectives:

Teaching should ensure that students

- understand the way of thinking and operation in physics;
- are able to describe and present processes and natural and technological phenomena of by means of physical laws;
- are able to make connections between physics in particular in the area of information and computer technology and the problem of energy;
- are able to make well-founded and critical comments on current topics from economy, technology and communication from the point of view of physics;
- are able to present physics themes through modern technical means in experiments and presentations.

Teaching content:

Masses, particles and fields:

Properties of macro objects (mass and gravitation, movement and energy, temperature and heat, electrical charges, electromagnetism, astrophysics).

Properties of micro objects (mass defect and bond energy, radioactivity, nuclear processes, physics of elementary particles).

Waves and radiation:

Properties of waves and their phenomena.

Sound waves and acoustics.

Electromagnetic spectrum (wave fields, types of radiation, special applications).

Technical physics:

Energy (types, generation, use).

Information technology (physics basics, selected examples).

### 5.4 MATHEMATICS AND APPLIED MATHEMATICS

Educational and teaching objectives:

Teaching should ensure that students

- know the basic general mathematic structures;
- are able to apply logical thought and use mathematic methods independently;
- are able to implement linguistically formulated problems into mathematic symbols;
- are able to perform step-by-step analyses and apply independent problem-solving;
- are able to use general mathematic processes with algebraic or graphic results;
- are able to numerically solve practical examples and projects from the area of economy or the natural sciences by means of modern technologies and to chart mathematic correlations.

Teaching content:

Conclusions and set theories with their conjunctions; sets of numbers and number systems;

Basic arithmetic operation rules, for powers and roots.

Functions:

Linear functions and their equations.

Power and root functions and their equations.

Exponential and logarithmic functions and their equations.

Sequences and series.

Elementary geometry, planes and bodies.

Trigonometric functions and resolving triangles.

Differential calculus.

Integral calculus.

Statistics.

Probability calculus.

Applicative examples and projects on functional correlations in the economy and natural sciences (using modern technologies).

Compound interest, bonds, satisfaction of a debt, credits, leasing, values and efficiencies, investments.

Linear optimisation.

Cost and price theory.

Extreme value problems.

Plane and volume calculations (requirements of space and material).

Analysis of growth processes in the economy and in nature.

Calculations of trends in the economy and natural sciences.

Written exams:

Per year, in which the subject is taught:

Two one-hour written exams;

In the last year in which the subject is taught:

Two one- or two-hour written exams.

## 6. ECONOMICS, POLITICS AND LAW

### 6.1 GEOGRAPHY AND ECONOMICS

Educational and teaching objectives:

Teaching should ensure that students

- have topographical knowledge as well as regional and global concepts of space relevant for their occupation and everyday life;
- are able to obtain, analyse and describe the information essential for the examination and evaluation of our living space;
- know geographic information systems;
- are able to apply economic geographic knowledge;
- are able to explain the natural and human factors on earth and to describe the synergy in economic and ecological systems;
- are aware of the limits of global resources and are able to analyse the conflicts regarding their use and distribution;
- are able to explain economic patterns and the resulting conflicts of distribution and environmental damages as well as to critically comment on problem solving;
- are able to indicate several global regionalisations and types of space drawn up according to variable aspects and explain the resulting problems;
- are able to analyse individual and social claims on the geographic living space;
- are able to explain the significance of environmental planning to guarantee quality of life;
- are ready to work responsibly on shaping and preserving our living space.

Teaching content:

The position of earth in the universe. Physical geography. Orientation on earth.

Environment and society:

Demographic structures and processes, social structures, mobility, social changes, urban settlements and rural areas.

Economic systems and areas:

Economic-geographic terms, models and real economic systems, economic regions.

Regionalisation of the earth:

Physiologic-geographical, landscape-ecological, socio-economic and cultural structures; problem of types.

Major regions:

Natural resources, environment and society, economic areas, tourism and transportation, political structure, hot spots, political and economic integration.

Developing countries:

Types, characteristics, social and economic problems.

Subsistence economy and market-oriented agriculture, land reform, transportation structures, ecological, social and economic structure changes through the use of natural resources, industrialisation, global tourism and urbanisation;

Emerging countries, north-south-relationships, development chances.

Industrialised countries:

Types, characteristics, problems.

Location factors and structure changes of industrial areas.

Level of industrialisation and material living standard, the meaning of infrastructure institutions for developing and supplying economic areas, transportation structures; agriculture in the industrialised society.

Changes in urban and rural regions; leisure time behaviour and tourism regions, travel planning.

Austria:

Space and society:

National territory, the structure of natural areas, nature potential;

Demographic development and structures, population distribution, regional economic structure, job market, social structure and mobility; centralised local structure, regional disparities; economic system and economic-spatial structure; infrastructure; political and administrative structure.

Regional planning:

Goals, organisation and tools of local, regional and trans-national regional planning; regional structuring (planning and concept regions); space-effective planning and measures (village revitalisation and landscape conservation, city revitalisation, supply and disposal, development of structurally weak industrial regions; transportation planning).

Economic structures and processes:

Structures and changes in agriculture and forestry, mining, energy, trade and industry, commerce, social services, tourism, in the quarternary and quinary sector.

Protection of the environment, nature and the landscape.

Economic and political interweavements of Austria with other countries. European integration.

Global economy and politics:

Globalisation and regionalisation; integration processes;

Cross-national concentration of power (economic, political and military); international division of labour; structures and trends in world trade; migration.



## 6.2 BUSINESS MANAGEMENT AND NATIONAL ECONOMICS

Educational and teaching objectives:

Teaching should ensure that students

- understand basic business and national-economic relationships and are able to assess their consequences on society;
- critically observe business and national-economic problems as well as are able to independently work out contributions to discussions and solutions;
- are able to investigate the consequences of business management dealing and interpret them with regards to national economic consequences;
- know the company function regarding investment and financing decisions, legal rules important for company management as well as the principles of company and employee management;
- understand the value of vocational work and the social responsibility of the economically employed in close connection with the principles of modern personnel and company management;
- observe media reports on activities in the Austrian national economy and in the global economy, assess their consequences for society and the individual and make critical comments;
- understand new developments in the economy and are able to apply this knowledge;
- are able to initiate a business economic project and to perform, document and present it in teamwork.

Teaching content:

Contract of sale:

Legal basics; performance of the sale contract; consumer protection.

Types of payment.

Project management:

Goals, planning, performing, documenting.

Legal basics of company management:

Merchant characteristics; authorisations within companies; commercial register.

Company founding and closure. Insolvency.

Legal forms of enterprises:

Choice of the legal type.

Company concentrations and cooperation.

Range of performances in different enterprises:

Production (industrial production and handicraft).

Trade (functions, types, special features of export trade – payment and delivery conditions, risk hedging).

Tourism (hotel and restaurant industry, travel agency).

E-commerce (term, possibilities and dangers).

Marketing:

Market research; marketing-political tools.

Marketing decisions; marketing in tourism; current developments.

Preparation for the compulsory work placement:

Rights and duties of employees;

Job application and job interview.

Financial institutions:

Transactions of financial institutions.

Investment and financing:

Types of investments, investment decisions.

Types of financing; financial planning and budgeting, business plan.

Economic basics:

Economic principles, division of labour, production factors;

The market (supply and demand, use, competition).

The price (price structure, types of prices, price elasticity, price policy).

National economic cycle.

Securities:

Types. Structure of stock exchange values and quotation; capital investment strategies; securities exchanges.

Company organisation:

Structure and flow organisation; organisation principles and development.

Company management:

Strategic and operative planning; decision techniques; styles of leadership.

Personnel development (choosing and assessing employees, employee motivation, career planning).

Quality assurance.

Current management concepts.

State economic and social policy:

Policy of the economic cycle, budget policy, employment policy (unemployment, employment flexibility, work time reduction, job market and wage policy); currency policy (Austrian National Bank and European Central Bank); money and inflation theory; balance of payments.

### 6.3 POLITICAL EDUCATION AND LAW

Educational and teaching objectives:

Teaching should ensure that students

- acquire the knowledge necessary to understand political and social life and are able to make use of their rights and duties as citizens;
- are able to analyse current political and social situations and occurrences and to judge them critically;
- are familiar with laws important for private and professional life and are informed about the means of legal recourse;
- know about developments in current society;
- are able to obtain and evaluate political and legal information to solve problems in professional and private life;
- know the principles of the Austrian Federal Constitution;
- respect other people and cultures and aim at conflict solving;
- are willing to take part in public and cultural life and to accept political and social responsibility.

Teaching content:

State:

Components of the state, duties of the state, state and government forms.

International law:

International relationships and organisations; human rights.

Peacekeeping.

The Austrian Federal Constitution:

Guiding principles (democratic, republic, federal and constitutional principle; neutrality, comprehensive national defence, environmental protection, human rights).

Legislation of the Federal Government and the Provinces, administration (structure, self-governing bodies).

Development of a political mind:

Political parties, representative bodies, media.

Judicial system:

Types of law, interpretation, access to law.

Jurisdiction (levels, court procedure). State authority control (highest courts, public counsel, audit court).

Private law:

Personal law, family law, law of succession, property law, law of obligations, consumer protection law.

Industrial law and social legislation:

Individual and collective industrial law; social security.

Commercial law:

Applying for and executing a trade. Vocational training law.

EU law.

Criminal law.

Crimes against life and limb, libel, property offence, sexual crime.

## 6.4 ACCOUNTING AND CONTROLLING

Educational and teaching objectives:

Teaching should ensure that students

- know the tasks of business accounting;
- keep vocationally compatible records of receipts in accordance with the system of income and expenditure and double-entry bookkeeping;
- are able to individually structure accounting in a small or medium-sized business and to carry out practice-related tasks in middle management in the field of company accounting;
- are able to independently make use of company statistics information;
- are able to draw up a budget;
- are able to apply cost accounting as a tool for company decision-making;
- know the personnel and organisational/ technical requirements and the accounting work process as well as the function of controlling and its relationships with accounting;
- know the rules important in company practice on the assessment of company capital and debts as well as balancing basics and legal regulations concerning levies and are able to apply them in practice when drawing up the annual accounts;
- are able to perform economic calculation processes with consideration to the relevant taxes and levies as well as personnel accounting;
- are able to solve tasks in the areas of financial bookkeeping, cost accounting, personnel accounting as well as controlling with the help of standard software and to present the results;
- are able to recognise the effects of company activities on the operating result and to react thereupon;
- are able to apply the acquired knowledge and skills in actual company situations.

Teaching content:

Accounting basics:

Term, tasks and legal basics, bookkeeping systems (overview); bookkeeping regulations.

System of double-entry bookkeeping:

Terms and characteristics; accounts; records of business cases; opening accounts, book entry principles, closing accounts; framework and plan of accounts; balance and record of success; accounts of double-entry bookkeeping; records in relation to e-commerce.

Sales tax:

System and legal requirements; sales tax recording and preliminary tax.

Records of business cases (including special features in the tourism industry and e-commerce).

Personnel accounting:

Accounting of regular and other payments, bonuses and surcharges, expenses and payments in kind; booking of wages and salaries; accounting and booking of wage-dependent taxes.

Cost accounting and controlling (with specially consideration to tourism firms):

Procedures; company decisions;

Accounting of operating result.

Annual account:

Legal requirements; assessment; annual closing entries.

Accounts of sole proprietorships and business partnerships; Ltd.

Trade balance – taxable result.

More/less tax accounting; income and expenditure accounting.

Tax system:

Tax declarations, posting taxes.

Analysis of the annual account and balance examination:

Processing; key data; interpretation.

Software specifically for financial and cost accounting as well as for controlling.

Tests:

Per form, in which the subject is taught:

Two one- or two-hour tests;

In the last year, in which the subject is taught:

Two two- or three-hour tests.

## 7. INFORMATION MANAGEMENT

### 7.1 INFORMATION AND OFFICE MANAGEMENT

Educational and teaching objectives:

Teaching should ensure that students

- are able to know and describe the structure and application possibilities of information technologies;
- master a current operating system;
- are able to use standard software from the areas of word processing, table calculation, data basis and presentation to solve problems in professional practice;
- are able to make optimal use of the Internet;
- are able to independently generate and create formally and linguistically proper papers and texts by using prevalent input methods;
- are able to use the current tools of office and communication technology.

Teaching content:

Basics of information technology:

Computer structure.

Mastering a current operating system and the current input possibilities.

Standard software:

Word processing. Presentation program. Table calculations. Data bases.

Text design:

Principles of text production (norms).  
Independent formulation and design of internal and external correspondence.  
Generation and design of comprehensive documents (e.g. scientific work).  
Typography and lay-out:  
Linking programs (e.g. serial letters).  
Office management, groupware (administration of appointments and addressees).  
Internet and e-mail.  
Direct mail using a data basis.  
Tests:  
Per form, in which the subject is taught:  
Two one- or two-hour tests.

## 7.2 APPLIED COMPUTER SCIENCE

Educational and teaching objectives:

Teaching should ensure that students

- are able to provide, analyse, edit and store information;
- are able to use practical relevant knowledge from the areas of publishing and digital image processing;
- are able to perform projects by using prevalent project management tools;
- understand the social and economic problems connected with the information and communication technology;
- know the structure and operation of Internet services and networks;
- are able to generate digital online content;
- master the basics and components of online content management;
- understand the legal basics of information technology;
- are able to apply the current tools of information technology.

Teaching content:

Information analysis:

Information theory, information research and examination, analysis, information consolidation. Introduction to a publishing program to display information.

Image processing:

Introduction to a graphics program. Graphics formats. Image resolution. Colour depth. Post-processing of digital image material. Scanning.

Project management:

Special features of IT project management; tools.

Structuring and operation of Internet services and networks:

Planning and managing Internet servers; topologies; protocols and services.

Publishing:

Generating static and dynamic digital online content. Requirements specifications; user guide and screen design; basics and components of modern online content management.

Legal regulations:

Copy right, data protection, signature law.

Current communication technologies:

New media and technologies. Basics of e-, m-commerce.

Effects of information technologies:

Individual, society, working world.

Individual and team projects on selected areas of the teaching content.

Tests:

Per form, in which the subject is taught:

Two one- or two-hour tests.

## 8. NUTRITION, HOTEL AND RESTAURANT INDUSTRY

### 8.1 NUTRITION

Educational and teaching objectives:

Teaching should ensure that students

- reflect nutrition habits, develop a behaviour of health awareness and therefore accept responsibility for their own health;
- are able to apply preventative measures to avoid nutrition-related diseases;
- have a basic knowledge of nutrition ingredients and customary groceries in order to be able to orientate to and act responsibly in the market;
- are able to apply specialist software to interpret the results and to implement relevant measures;
- know current types of nutrition and diets and are able to develop menus relevant to target groups;
- are aware of the sustainability of their own actions also in respect to the global distribution of resources and take into consideration ethic principles.

Teaching content:

Physiological basics of nutrition:

Creation of nutriments, cycle of elements in nature. Nutrition tasks. Energy and nutrient requirements.

Nutrition components:

Ingredients that supply and do not supply energy (structure, types and sources, nutritional and kitchen-technical significance).

Consequences of excessive intake and deficiency.

Digestion and metabolism in healthy and sick organisms.

Groceries rich in fat, carbohydrates, proteins, vitamins and minerals:

Types, composition, nutritional and economic significance, commercial types, production, preservation.

Seasonings.

Alkaloid beverages:

Types, sources, production, grades, nutritional significance.

Non-alcoholic beverages:

Types, commercial types, nutritional and economic significance.

Alcoholic beverages:

Nutritional significance.

Quality of groceries:

Grocery toxicology. Alternative types of production. Newly introduced groceries. Foodstuffs law.

Nutrition in different target groups, differentiated according to age, special stress situations and health condition.

Communal catering.

Nutrition and consumption behaviour:

Influences, consumer statistics, tendencies, nutrition education.

Alternative types of nutrition, current trends.

Severe eating disorders caused by psychological distress.

Global nutrition.

### 8.2 KITCHEN AND SERVICE

Educational and teaching objectives:

Teaching should ensure that students

- deal with goods in a respectful manner;
- cope with the professional requirements in appearance and manners and are aware of the responsibility to observe hygiene standards in the business place;
- have core competences such as organisational ability, responsibility, flexibility and capacity for teamwork and are able to apply them in business situations;
- are able to master and use the technical language in all fields;
- are able to produce food and beverages efficiently, implementing nutritional insights, taking into consideration ecological and economic demands as well as the technically relevant usage of tools;
- master the production techniques of canteen and restaurant kitchens;
- master the service techniques and service sequences in the upper-grade restaurant industry, including the assistance and care for guests;
- master basic technical knowledge of beverages;
- are able to implement the guidelines of job safety and the ergonomic course of work;
- are able to use technical knowledge in actual business situations.

Teaching content:

Kitchen:

Work clothes and appearance.

Kitchen technology:

Equipment and utensils.

Kitchen management:

Goods economy. Basics of menu planning.

Portion sizes and quantity estimates. Administering recipes and preparing menus. Kitchen terminology. Application of specialist software.

Quality assurance:

Raw materials, production, final product.

Recipes, processing and cooking methods:

Preparation techniques. Preservation procedures.

Basic preparations and cooking methods. Variations and refinements.

Special techniques. Portioning, preparing, garnishing. Convenience products. Regional, domestic and international cuisine.

Cuisine with organic foods. Current trends.

Canteen kitchen practice. Restaurant kitchen practice.

Service:

Work clothes and appearance.

Eating habits and table manners. Table and service utensils.

Terminology.

Service preparation:

Decorating dining rooms and preparing utensils as well as tables for various occasions. Menu cards. Mise en place.

Service organisation and activities :

Techniques. Serving systems. Service types. Course of service.

Service of specialities.

Course of work in a restaurant.

Billing systems (application of specialist software).

Beverage service:

Preparation and service of alkaloid and non-alcoholic beverages. Service of alcoholic beverages.

Working in front of the customer:

Marinating, flaming, carving, filleting.

Presentation and service of specialities.

Customer care:

Manners. Customer typology. Care of different target groups. Customer advising, sales interview. Complaint management. Sales promotion measures.

Presentation techniques:

Presenting of oneself, product presentation.

Contents of menu cards and beverage lists.

Daily menu, current trends.

Service in a café.

Types of buffets.

Bar:

Types, basic equipment, bar stock, mise en place, course of work, standard recipes, service.

Beverages:

Beer:

Production, types, brands, purchase and storage, bar counter.

Wine:

Viticulture in Austria, wine growing regions, vine varieties, wine-making and storage. Quality criteria, wine tasting.

Blended wines:

Types and production processes.

Spirits:

Production processes, types and quality characteristics.

Appropriate beverages and the recommendation of beverages.

Aperitifs and digestives.

### 8.3 BUSINESS ORGANISATION

Educational and teaching objectives:

Teaching should ensure that students

- understand complex business structures in the hotel and restaurant industry and recognise relationships between the individual business processes;
- understand the necessity of the organisation and act appropriately;
- are able to implement the guidelines of work safety and of the ergonomic work formation;
- are able to process work orders by means of customary software.

Teaching content:

Job descriptions.

Hotel and restaurant industries:

Types of business, organisation structure, business processes.

Developments and trends in the hotel and restaurant industry.

Hygiene and safety management, waste management.

Work organisation:

Work planning, time management and ergonomic design of the work place.

Personnel management:

Planning personnel deployment. Managing the employees.

Event management:

Types, current trends, organisation and performance of gastronomic events.

Use of specialist software.



## 9. PHYSICAL EDUCATION

See regulation BGBl. (Federal Law Gazette) No. 37/ 1989.

### A.2. School autonomous extension area (school autonomous compulsory subjects)

In the area of the school autonomous compulsory subjects there must be an educational emphasis; compulsory subjects can be strengthened or expanded upon and/ or seminars can be held.

The framework predetermined by the syllabus should comply with content from the school in accordance with its pedagogical responsibility, its personnel, objectives and financial resources in terms of the best possible support for the students. The contents of the specialised areas should be topics that are not taught in the compulsory subjects.

In terms of the teaching and educational tasks care should be taken that these contents noticeably go beyond the strictly cognitive aspect.

The educational emphasis without predetermined contents as well as the selected seminars must be specified in the educational and teaching tasks and in the teaching content within the framework of pedagogical autonomy, whereas the structure of the compulsory subject description must form the formal basis.

An additional description must be chosen that specifies the concrete teaching content in order to make the training program transparent for the students as well.

Within the framework of the school autonomous compulsory subjects finalising the seminars is variable; a seminar can extend to one or more years.

Especially in the educational emphasis without predetermined contents as well as in the seminars, students should be enabled to independently work out the teaching areas to the greatest possible extent in cooperation with other students and teachers by utilising all pedagogical possibilities, in particular team-work. When possible in the subject area, project teaching is recommended as well.

See also chapter III (school autonomous curriculum regulations).

### 1. EDUCATIONAL EMPHASES

#### 1.1 EDUCATIONAL EMPHASES WITH PREDETERMINED CONTENTS INTERNATIONAL COMMUNICATION IN THE ECONOMY

Educational and teaching objectives:

Teaching should ensure that students

- experience language as a tool for structuring and extending personal and business relationships and are able to integrate economic-specific abilities, knowledge and skills into the foreign language activities;
- know customary international practices in business life and communicate verbally and non-verbally to dialogue partners as well as to given intercultural factors;
- use synergy effects of parallel language learning and develop vocational-specific language competency in both modern foreign languages in the core area;
- cooperate and interact flexibly in a multilingual context;
- efficiently fulfil complex tasks within a practice-related timeframe;
- are able to present themselves publicly in a self-confident, secure and flexible manner;
- research, edit and present vocationally related facts in a written and oral fashion by actively using all available information and communication media and technologies;

- recognise and apply linguistic strategies to achieve a goal;
- extend and differentiate acquired facts in terms of special vocational situations;
- know external qualifications in terms of an individual educational planning and estimate the value of a complete and varied portfolio for their own vocational development.

Teaching should ensure that students

- reach at least the level of the Independent Users according to the determined standards for language competency in the regulations of the Council of Europe, whereby in individual skills it should be aimed at the level of the Proficient User \*2).

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\*2) The descriptors are the basis of the Common European Framework of References for Languages, chapter 4 and 5; Council of Europe, Strasbourg 2001, ISBN 3-468-49469-6; These were chosen and processed in terms of the teaching objectives of the educational emphasis.

That means that students are able at least

- to communicate spontaneously and fluently so that a normal conversation is possible with relatively little effort from both parties;
- to put forward a clear and prepared presentation, thereby pointing out the pros and cons of a specific point of view as well as fluently and spontaneously answering a list of questions; but also considering the possibility that they may have to ask for a repetition in the second modern foreign language in the case that it was spoken too fast;
- to discuss in a written or orally fashion, thereby explaining the pros and cons of different options; establishing and defending one's own point of view as well as assessing alternative proposals, hypothesising and responding to the hypotheses of others in English;
- to understand announcements and information on concrete and abstract topics that are spoken at a normal rate in standard speech;
- to make notes during a presentation, a discussion, a conference etc. and reliably pass on detailed and relevant information if the topic is part of the teaching content and the input is clear and well-structured;
- to scan lengthy texts for important statements and/ or desired information and to compile information from diverse texts or parts of texts in order to solve a particular task;
- to contribute to a work process by motivating others to take part or to offer their opinions; to explain why something is a problem, to discuss the next steps and compare alternatives; to make brief comments on the points of view of others;
- to compose clear detailed texts for tasks of the teaching content and thereby consolidate information and arguments from different sources.

Teaching content:

Multilingual internal and external communication in companies (taking into special consideration tourist and other service industries).

Economic situations, conventions and structures in international comparison.

Communication forms and situations:

e.g. records, short reports, memos, prevalent business correspondence.

Content-adequate translation of texts into the respective target language.

Interpreting data materials.

Presenting, moderating, arguing.

Simulation of professional life or authentic situations from selected areas (e.g. reception, guest care, customer advice and sales, secretariat, public relations, marketing, personnel management).

Tests:

Per form, in which the emphasis is taught:

Two one- or two-hour tests.

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\*2) The descriptors are the basis of the Common European Framework of References for Languages, chapter 4 and 5; Council of Europe, Strasbourg 2001, ISBN 3-468-49469-6; These were chosen and processed in terms of the teaching objectives of the educational emphasis.

## MEDIA COMPUTER SCIENCE

Educational and teaching objectives:

Teaching should ensure that students

- are able to decide which hardware and/ or software should be applied for the predetermined requirements;
- are able to optimally use the Internet for business and personal purposes;
- are able to implement business goals by means of the Internet;
- are able to assess the application of multimedia and to decisively collaborate on multimedia productions;
- are able to collaborate on planning, purchasing and installing information and communication systems;
- have basic knowledge of nets and are able to use them;
- are able to describe occurring malfunctions exactly and to provide a quick and cost-saving debugging;
- understand social and economic problems related to information and communication technology;
- understand new developments and are able to keep up with the effects on information technology.

Teaching content:

Internet:

Access to telecommunication services:

Technical possibilities and prerequisites for access;

Net connections (installation, operation, security).

Provider, online and additional services.

Website management and analysis.

Tele-learning (Internet, online seminars,...).

Legal basics in the Internet; problems of content monitoring and Internet ethics problems.

Web design and management:

Generating, administering and maintaining websites.

Information management in companies and organisations.

Multimedia:

Required hardware to generate multimedia productions.

Multimedia production (author systems).

Generating a multimedia production in teamwork (definition of purpose of the production, brainstorming, organising the division of labour, direction, management, presentation and the intended implementation, criticism of production and application, evaluation).

Interactive multimedia systems (implementation and tasks, examples from the practice).

Project(s) with detailed documentation.

Tests:

Per year, in which the emphasis is taught:

Two two- or three-hour tests.

## CULTURAL TOURISM

Educational and teaching objectives:

Teaching should ensure that students

- understand psychological, sociological and cultural-historical backgrounds as well as the economic meaning of cultural experiences in leisure time with special consideration to human and ecologic aspects from the supply and demand side;
- have knowledge in different areas of art (visual and fine arts, music, literature, types of multimedia);
- are able to develop individual points of view concerning the various aspects of cultural life;
- are appreciative of cultural, social and economic development;
- know the types of culture on offer as well as companies and organisations in the tourism and recreation industry and their international relationships at municipal, provincial and federal level;
- know the system of marketing especially the marketing tasks and goals of tourism companies and organisations;
- present themselves towards the guest in a polite and self-confident manner;
- are aware that significant chances of a profile and market niche policy in tourism can be found in an event-oriented preparation of the cultural potential at the company, municipal and a regional level;
- apply the prevalent knowledge to concrete problems and so gain a detailed expansion thereof;
- are able to solve vocational practice problems of the tourism and recreation industry;
- are able to plan, perform and monitor EDP-supported projects with project management methods.

Teaching content:

Tasks and structure of cultural tourism:

Sociological, leisure-time-pedagogical and physiological aspects.

Areas:

Cultural environment, music, visual arts, fine arts, literature, handicrafts, the culture of dining.

Project development:

Austrian cultural offers. Transportation-geographical situation, appealing factors for tourist travel.

Company, local and regional cultural offers as instruments of a tourism profile (e.g. package tours, theme routes).

Integration into a cultural information data base.

Areas of music, handicrafts, museum pedagogic and gastronomy (e.g. music programs, visits to workshops and studios).

Cultural-pedagogical implementation of historical eras of development (e.g. travels back in time, regional cuisine).

Cultural support and culture policy (e.g. heritage protection, traditional customs, cultural initiatives, theatre, galleries and exhibitions).

Cultural management:

Legal, economic and fiscal factors.

Cooperation and coordination with cultural bodies.

Management of cultural tourism organisations.  
Project management:  
Tourism presentation of regions.  
Performing tourism and cultural programs and events at the company, municipal and regional level.  
Employee and customer contacts.  
New trends in recreation:  
Soft tourism, alternative travel forms, theme parks.  
Tourism policy (goals, authorities).  
Tourism marketing:  
Spa and health tourism, city tourism, short travels, types of business travel (conventions, exhibitions, fairs), club holidays.  
Marketing concepts for a location, a region; sponsoring, fund-raising, contacts with respective institutions;  
Public relations work; project presentation.  
EDP-supported projects.

## 1.2 EDUCATIONAL EMPHASES WITHOUT PREDETERMINED CONTENTS

Educational and teaching objectives:  
Teaching should ensure that students gain knowledge and skills that lead to a vocational-related specialisation in harmony with the general educational objective. For more detailed regulations see chapter III (school autonomous curriculum regulations).

Teaching contents:  
Foreign language emphasis:  
One additional modern foreign language or specialisation in the area of the core subject foreign language.  
Tests:  
Per year, in which the subject emphasis is taught:  
Two one-hour tests.  
IT-emphasis:  
Specialisation in the area of information and communication technologies.  
Specialist-theoretical emphasis:  
Specialisation in the area of vocational-related education.  
Artistic-creative emphasis:  
Specialisation in the artistic-creative area.

## 2. SEMINARS

Educational and teaching objectives:  
Teaching should ensure that students develop cultural, ecological, economic and social competences and attitudes in other specialist subjects that are in accordance with the general educational objectives through developing the creative and communicative potential in addition to the educational emphasis and the attitudes, knowledge and skills gained in the core subjects; especially those competences and attitudes that are presumably of special importance at work and at home and can be directly utilised after having finished school.  
Teaching contents:  
Special additional contents that can be imparted neither through a strengthening in the compulsory subjects of the core subjects nor through the chosen educational emphasis.  
Foreign language seminar:

One further modern foreign language. Distribution of the teaching content corresponding to the foreign language instruction of the core subjects.

Tests:

Per year, in which the seminar is held:

One one-hour test.

Business organisation seminar:

Simulation of an actual situation (test firm) to perform organisational and practical work occurring in businesses in the economy by using specialist language with the help of customary software. In particular students should recognise business processes, take responsibility, independently carry out specialist tasks by using the knowledge acquired in other subjects and they should work in teams.

An organisational model must be worked out for every test firm, whereby teachers of other relevant subjects are to be addressed and consulted concerning the use of the knowledge and skills that the students acquired in their classes. If necessary additional lesson allocations can be included from other pertinent compulsory subjects by the assignment of relevant teachers, and/ or lesson blocking is possible.

IT-seminar:

Current contents from the area of information and communication technologies.

General educational seminar:

Contents that extend general education, whereby vocational-relevant aspects must be included, if possible.

Natural science seminar:

Contents that extend natural science education, whereby vocational-relevant aspects must be included, if possible.

Artistic-creative seminar:

Supporting creativity through artistic activities, whereby vocational-relevant aspects must be included, if possible.

Personal development seminar:

Supporting social competency, the culture of conflict, teamwork skills, competency in communication and problem solving; mental hygiene in professional life.

Specialised theoretical seminar:

Contents that extend the vocational-related education in the area of theory; the emphasis on application is to be specially considered.

Practical seminar:

Specialised-practical content in connection with specialised-theoretical basics that are to be imparted in a clearly recognisable fashion.

## B. COMPULSORY WORK PLACEMENT

Educational and teaching objectives:

Teaching should ensure that students

- acquire professional expertise in a company that meets the requirements of the particular professional areas of the students in this type of school supplementary to the knowledge and skills taught in the respective subjects;
- are able to implement their acquired business competency in vocational world;
- gain comprehensive insight into the company organisation;
- know about the rights and duties of employees and are thereupon able to examine the immediate job situation;
- show efficient, self-confident, proper and friendly behaviour to superiors and colleagues;

- gain an overall positive attitude to vocational life and to the specific vocational environment in particular by connecting training and practice experience.

Temporal and factual framework:

Between year III and IV in an extent of twelve weeks in companies in the areas of economy, administration, tourism or nutrition as well as in the vocational areas corresponding to the training emphasis.

In justified cases within the framework of the entire practice duration, work placements as well are permissible during term breaks or other holidays during the term.

Didactical basics:

The compulsory work placement must be served on the basis of an agreement made as precise as possible between the students and a relevant company corresponding to the educational goal of the school type.

The school is to provide help in finding appropriate practice jobs; it is however not responsible to see that there are enough practice jobs available.

The school is to strive toward the observation of the relevant labour and social law regulations when the contract is made. As a rule the student apprentice employment contract must be secured by labour contracts that are formulated according to the agreements of the social partners.

The student apprentices are to be told by the school to report appropriately on their activities so that they can be evaluated in the respective training subjects in the following term.

Before the start of the work placement the students must be informed on their rights and duties as a student apprentice and they also have to be introduced to the steps they should take in case of serious problems.

It is also recommended for the school to keep reasonably in touch with the companies where the students serve their work placements as well as with the employer and employee representatives.

Work placements can be performed nationally or internationally; it is incumbent on the school to inform about special features associated with international work placements. The suitability of international work placement jobs must be appropriately documented.

The competent and trustworthy advice for students by school principals, technical managers and teachers is of vital importance especially in connection with work placement performance so that it becomes a positive experience and prompts the student to feel at ease in the profession also after having finished school.

### C. Non-compulsory subjects and electives

Educational and teaching objectives, didactic basics:

Non-compulsory subjects and electives can supplement existing compulsory subjects or impart contents from other subjects. The course description is to be chosen from the relevant compulsory subject in the core subjects, the educational emphasis or the relevant seminar. In order to make the training program clearly identifiable also for students as well as for parents, an additional course description must be determined if necessary to specify the concrete training content.

Additionally the regulations on the school autonomous compulsory subjects are valid.

It is possible to block subjects during certain parts of the school year.

### D. Facultative work placement

Educational and teaching objectives, temporal and factual limits, didactic principles:

Such as in the compulsory work placement, but with the following variations:

The facultative work placement must be served in an appropriate company according to the educational and teaching objectives in the educational emphasis between year IV and V in an extent of four weeks.

In the case of sufficient relevance, which is to be assessed by the school, a notation on having completed the facultative work placement must appear in the matriculation and diploma certificate.

#### E. Remedial instruction

Educational and teaching objectives:

Students who are willing to perform and basically qualified, and yet are suffering from a reduction in achievement, should bring the knowledge and skills that enable them to fulfil the educational and teaching objectives of the respective compulsory subject.

Teaching content:

Such as in the respective form of the relevant compulsory subject restricted to those teaching contents that require repetitions and exercises.

Didactic basics:

The educational and teaching objective necessitates repetition and intensified exercise of the relevant compulsory subject matter. Because the students' weak areas generally are in different areas, teamwork becomes especially important.

Permanent contact with the teacher of the respective compulsory subject is a significant requirement for the success of the remedial instruction.

Basically, remedial instruction is not allowed to be used to extend, to supplement or to deepen the training in the respective compulsory subject.



## Advanced Training Course for Economic Professions

Compulsory subject	lessons per week			sum	teaching contract
	year				
	I.	II	III.		
A.1. Core subjects					
1. Religious education	2	2	2	6	(III)
2. Language and communication:					
2.1 German	2	2	2	6	(I)
2.2 Foreign languages:					
2.2.1 English	3	3	3	9	(I)
2.2.2 Second modern foreign language*2)	4	4	4	12	(I)
3. Human sciences:					
3.1 History and culture	2	2	-	4	III
3.2 Psychology and philosophy	-	-	2	2	III
4. Arts:					
4.1 Music education *3)	1	(1)	(-)	1+(1)	(IVa)
4.2 Fine art and creative design *3)	1	(1)	(-)	1+(1)	IVa
5. Natural sciences:					
5.1 Biology and ecology	-	2	2	4	III
5.2 Chemistry	2	-	-	2	(III)
5.3 Physics	-	2	-	2	(III)
5.4 Mathematics and applied mathematics	3	2	3	8	(I)
6. Economics, politics and law:					
6.1 Geography and economics	3	-	-	3	III
6.2 Business management and national economics	2	3	-	5	II
6.3 Political education and law	-	-	2	2	III
6.4 Accounting and controlling *4)	2	2	2	6	I
7. Information management:					
7.1 Applied computer science	-	-	2	2	I
8. Nutrition, restaurant and hotel trade:					
8.1 Nutrition	-	2	-	2	III
9. Physical education	2	2	2	6	(IVa)
<hr/>					
Total number of lessons per week					
Core subjects	29	29	26	84	
<hr/>					
Compulsory subjects of the school autonomous extension area according to part A.2	5	6	6	17	

Total number of lessons per week	34	35	32	101
A.2 School autonomous extension area *5) (school autonomous compulsory subjects)				
1. Educational emphasis: *6)				
1.3 Educational emphasis with pre-determined contents:				
International communication in the economy				I
Media computer science				I
Cultural tourism				III
1.2 Educational emphasis without pre-determined contents:*7)				
Modern foreign language emphasis				I
IT emphasis				I
Specialised theoretical emphasis				III
Artistic/creative emphasis				IVa
Number of lessons per week in the educational emphasis				6-17
2. Seminars: *7)				
Modern foreign language seminar				I
Business organisation seminar				I
IT seminar				I
General education seminar				III
Natural sciences seminar				III
Artistic/creative design seminar				IVa
Personal development seminar				III
Specialised theoretical seminar				III
Practical seminar				IV
Number of lessons per week of the seminars				0-11
Number of lessons per week				
In the extension area	5	6	6	17
B. Facultative work placement Twelve weeks in all before the start of year III				
C. Non-compulsory subjects and electives *5)				
D. Remedial instruction *5)				
*1) Curriculum decisions can be amended autonomously in each school according to the provisions of part III.				
*2) In official documents the foreign language term must be stated in brackets.				
*3) Alternative compulsory subject in year II.				
*4) Including computer support.				
*5) Determination by school-autonomous curriculum provisions (see part III).				
*6) During the entire education period the education focus is to be held in extent of at least six hours per week.				
*7) In official documents the more defined term of the educational emphasis without pre-determined contents and/or of the seminar must be stated.				

## II. GENERAL EDUCATIONAL OBJECTIVE

In terms of §§65 and 77, para.1 lit.b, and taking into consideration §2 of the state law of school organisation, the Advanced Training Course for Economic Professions has the duty to direct persons who have successfully completed the triennial vocational school for economic professions or the school for professions in the hotel industry to the educational objective of the Secondary School for Economic Professions within a triennial educational course.

## III. SCHOOL AUTONOMOUS CURRICULAR REGULATIONS

### IIIa. General regulations

Autonomously made curriculum decisions (§6 par.1 of the state law of school organisation) grant each school the scope for development in their core and extension areas by creating the compulsory subjects (except the compulsory subject “religious education”), the elective and non-obligatory subjects as well as the tutorial lessons. In order to use this liberty sensibly it is necessary to consider the needs and problematic situations in the individual school or grade as well as the wishes and goals which result thereof. It is necessary to base this autonomous liberty on a concept that fulfils the needs of the students, the school partners as well as those in the academic, general-cultural and economic environment. The school autonomous curricular regulations must observe the provided framework of lessons per week for teachers and the possibilities of space and equipment in the school. School autonomous curricular regulations have to consider the general educational goal of the syllabus explained in chapter II, and particularly the compatibility of the Austrian school system (§3 of the state law of school organisation).

### IIIb. School autonomous deviations from the syllabus

To optimise the training content coordination of the various areas of scholastic extension the distribution to the individual forms of weekly lessons in all compulsory subjects included in the syllabus can be modified school-autonomously according to the following regulations:

1. In individual compulsory subjects of the core area the number of lessons per week can be reduced in all up to six lessons per week during the entire education in order to increase (within the extent of the reduction) the number of lessons per week of other compulsory subjects of the core and/ or the school autonomous extension area.  
A compulsory subject of the core area with up to four lessons per week is allowed to be reduced by one lesson per week at most; a compulsory subject of the core area with more than four lessons per week is allowed to be reduced by two lessons per week at most.
2. Moreover during the entire education the extension of lessons per week of the core area can be increased in all up to eleven lessons per week from the school-autonomous extension area.
3. During the entire education the school-autonomously chosen educational emphasis (educational emphasis on pre-determined contents or educational emphasis without pre-determined contents) is not allowed to make up fewer than six lessons per week.
4. The number of lessons per week of all compulsory subjects in the individual forms (in the core and extension area) is not allowed to exceed 36 lessons per week.
5. The over-all number of lessons per week of compulsory subjects is not allowed to go below or to exceed 101 lessons per week.

Should the number of lessons per week of compulsory subjects in the core area be increased or reduced, the educational and teaching tasks as well as the teaching contents must be adapted appropriately in any case.

The school-autonomous syllabus must be developed for a complete course of education (year I to III) and it must be retained for the complete course of education.

### IIIc. School-autonomous distribution of the curriculum content

The curriculum content distribution to the individual forms is to proceed by school-autonomous curriculum plan regulations. This distribution of the curriculum content to the individual grades must be based on an overall school concept including all forms. This concept must take into consideration interrelationships between the teaching subjects and the compatibility of the Austrian school system (§3 of the state law of school organisation).

### III d. School-autonomous extension area

The areas of educational emphasis are compulsory subjects that lead to specialized professional training. For each school the educational emphasis must be determined within framework of the school-autonomous curriculum plan regulations. If parallel forms exist at a school, educational emphasis can be determined separately, whereas it must be taken into consideration the (estimated) number of students as well as the forms, in particular in the higher educational levels.

Should an educational emphasis without pre-determined contents be chosen, a more defined specification, the educational and teaching task as well as the teaching content must be determined school-autonomously.

The seminars (one or more) provide a further educational offer within the curriculum plan regulations as compulsory subjects in other areas that are in accordance with the general educational objectives of the school.

Should one or more seminar be held at a school (in particular study years), their choice as well as their subject title, their educational and teaching tasks, their teaching content and their lesson extent must be made school-autonomously. In the area of seminars it is permissible to merge lessons per week school-autonomously.

### III e. Electives, non-compulsory subjects and remedial instruction

Possible electives and non-compulsory subjects as well as remedial instruction must be determined according to their title, their content and their lesson extent by school-autonomous curriculum plan regulations, whereas the regulations on school-autonomous compulsory subjects must be used correspondingly.

## IV. GENERAL DIDACTIC PRINCIPLES

Lessons must be held in a cross-curricular manner taking into consideration regional specialities and current events as well as new technologies when possible. Students should be encouraged to take part in a life long learning process.

There should be a continual consultation among teachers of related subjects so that cross-curricular thinking and comprehension is ensured.

Pedagogical meetings, written lesson plans and other necessary measures should secure the usage of any and all cross-curricular connections.

The curriculum is to be understood as a framework that makes it possible to take changes and innovations in society, economy and culture into account.

Close attention should be paid to the proper use of High German in all subjects. Mistakes in pronunciation, orthography, grammar and vocabulary are to be brought to the student's attention.

In all appropriate subjects special importance should be placed on political and health education, media technology, environmental protection as well as on the equal treatment of men and women.

It is recommended that the teacher imparts in-depth knowledge of a necessarily limited field rather than superficial knowledge concerning a wide spectrum of his subject. It is therefore necessary to teach and learn in an exemplary manner.

Therefore teachers should choose the teaching method that captures the students' interest in new content and encourage them to recognize what is important.

Merging the lessons per week in the extension area (see chapter III) enables an immersion in handling the teaching contents.

Problem and action-oriented work as well as cooperation on projects, case studies and simulations should lead to logical, creative and networked thought processes as well as to responsible decisions and actions. Project-oriented work in the practice firm is a method to use basic knowledge acquired in different training lessons, to use learning and working techniques as well as to further develop communicative skills and teamwork.

Especially in the school-autonomous compulsory subjects the students should be enabled to individually work out teaching contents to the best possible extent by using all pedagogical possibilities, particularly in teamwork, in cooperation with class-mates and teachers. Where it is possible in the subject, project teaching is recommended.

## V. CURRICULA FOR RELIGIOUS EDUCATION

- d) Catholic religious education  
see publication BGBl (Federal Law Gazette) Nr. 157/1987.
- b) Evangelic religious education  
see publication BGBl (Federal Law Gazette) Nr. 515/1991.
- e) Old-Catholic religious education  
In general, the Old-Catholic religious education is conducted as team training according to § 7a of the religious education law in its present valid version.  
Accordingly, the curriculum for religious education in the upper levels of high schools for general education is to be used.
- d) Islamic religious education  
see publication BGBl (Federal Law Gazette) Nr. 421/1983.
- e) Jewish religious education  
The publication BGBl (Federal Law Gazette) Nr. 88/1985 in the respective valid version is to be used appropriately.
- p) New-Apostolic religious education  
see publication BGBl (Federal Law Gazette) Nr. 269/1986.
- q) Religious education of the Church Jesus Christ of the Latter-Day Saints  
see publication BGBl (Federal Law Gazette) Nr. 239/1988.
- r) Syrian-Orthodox religious education  
see publication BGBl (Federal Law Gazette) Nr. 467/1988.
- s) Greek-Oriental (Orthodox) religious education  
see publication BGBl (Federal Law Gazette) Nr. 441/1991.
- t) Buddhist religious education  
see publication BGBl (Federal Law Gazette) Nr. 255/1992.

## VI. EDUCATIONAL AND TEACHING OBJECTIVES AND TEACHING CONTENTS OF THE INDIVIDUAL SUBJECTS

### A. Compulsory subjects

#### A.1. Core area

### 2. Language and communication

#### 2.1 German

Educational and teaching objectives:

Teaching should ensure that students

- are able to participate actively and creatively in cultural, economic and political life,
- are able to deal effectively with situations of oral and written communication in their personal and professional fields,
- are able to express themselves spontaneously, clearly and without being misunderstood, to understand and process written texts and to reproduce them in a logically consistent way,
- develop linguistic creativity;
- are able to handle aids for pronunciation, grammar and expression;
- are able to use critically specialist reference books and the new media, particularly the Internet.

Teaching content:

Literature and culture:

Literary genres and terms.

Exemplary selection of literary works from the beginnings up to the 21<sup>st</sup> century including international developments.

Contemporary Austrian literature.

Cultural and social environment of selected examples and their relation to the present.

Reading, presenting and interpreting texts.

Creative writing. Summary. Characteristics. Criticism.

Media and economy:

Analysis of media consumption.

Preparation of information with and in the media.

Economy texts (note-taking, minutes, excerpts, summaries, marketing text, etc.)

Journalistic texts (report, commentary, gloss, letters to the editor, etc.).

Interpreting texts and statistic data.

Society and politics:

Current society-relevant issues.

Language correctness and language reflection:

Structures of contemporary speech. Language levels. Changes in language.

Style (text-appropriate)

Written and oral communication :

Analysis. Argumentation, documentation, dispute, appeal, commentary, discussion, debating, addressee-oriented use of the language (register).

Written exams:

Per year, in which the subject is taught:

Two one- or two-hour written exams;

In the last year, in which the subject is taught:  
Two three-hour written exams.

## 2.2 FOREIGN LANGUAGES

Educational and teaching objectives:

Teaching should ensure that students

- recognise the required modern foreign languages as a system parallel to the mother tongue and in connection with other teaching subjects; develop general strategies in acquiring language as well as networked and abstract thinking and use interdisciplinary synergy effects productively;
- develop strategies that enable an extension of the foreign language knowledge after having finished school;
- possess general as well as vocational-specific language, professional and problem-solving competency that enables a successful mastering of routine situations and standard business cases in professional practice;
- are able to understand, to process and to use actual information from private, public and professional areas that they hear or read in the target language and are able to recognise and assess the relevant aspects important for a situation or a problem;
- differentiate registers actively or passively, choose registers for the adequate text type or communication form and interact spontaneously, flexibly and appropriately in style;
- implement different languages and registers in a parallel fashion and dependent on the situation, and are able to adequately transfer content between languages;
- are able to present individually researched issues adequate to the situation by means of all available information and communication technologies and when necessary are able to contrast the contents;
- know external foreign language qualifications in terms of an individual educational plan and are able to estimate their value for personal and professional development.

### 2.2.1 English

Teaching should ensure that students

- reach at least the level of the Independent Users B2 according to the determined standards for language competence in the regulations of the Council of Europe (European Framework of Reference), whereby in certain skills the aim is the level of the Proficient User C1 \*1).

That means, students are able at least

- to understand main contents of complex texts from concrete and abstract topics; to understand specialist discussions as well in their own special field;
- to communicate spontaneously and fluently so that a normal conversation with a native speaker is possible with relatively little effort from both parties;
- to express themselves clearly and in-depth on a wide spectrum of topics, to give their point of view on a current theme and to argue the pros and cons.

### 2.2.2 Second modern foreign language

Teaching should ensure that students

- reach at least the level of the Independent Users B1, whereby in individual skills it should be aimed at the level of the Proficient User B2 \*1).

That means, students are able at least

- - to understand main points, if clear standard language is used and if it is about familiar aspects of work, school, leisure time, etc;

- to master most situations that they meet when travelling in the countries where the language is spoken;
- to express themselves in a simple and coherent way about familiar issues and fields of personal interests;
- to report on experiences and events, to describe dreams, hopes and goals and to briefly explain or justify plans and opinions.

Teaching content:

Development of language competence by means of the following issue areas:

Personal environment:

Family, circle of friends and social relationships, living area, clothes and fashion, leisure time, sport, media, education, kinds of personal communication, health, hygiene and nutrition.

Culture and society:

Public institutions, political and social structures, religion, art, current social developments and trends, environment and quality of life, cross-cultural diversity, peace education, multicultural and social relationships (e.g. generations, minorities, fringe groups).

Economy and the working world:

Oral and written vocational-related communication in the areas of administration, tourism, service, trade and production.

Office and information management, information technology.

Business organisation and work processes, public relations and marketing.

Work and job market.

Development of language competence by means of the aforementioned contents includes continuously acquiring, strengthening and extending the vocabulary as well as the necessary grammar structures for a successful communication.

Written exams:

Per year, in which the subject is taught:

Two one- or two-hour written exams;

In the last year in which the subject is taught:

Two two- or three-hour written exams.

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\*1) Common European Framework of References for Languages, chapter 3, Common level of References: Global scale; Council of Europe, Strasbourg 2001, ISBN 3-468-49469-6.

### 3. HUMAN SCIENCES 3.1 HISTORY AND CULTURE

Educational and teaching objectives:

Teaching should ensure that students

- skilfully possess the historical knowledge necessary in daily and professional life with special consideration to Austrian history and be able to use this knowledge for political and social action;
- are able to obtain and assess information necessary for understanding the contemporary global situation and the interrelationships among politics, economy and culture;
- are able to analyse and critically assess current political, social, economic and cultural situations and events taking into consideration historic models;
- affirm the preservation of cultural heritage;
- are ready to actively participate in the public and cultural life and take on political and social responsibility;



- affirm democratic principles, are empowered for intercultural encounters and peaceful conflict-solving;
- are familiar with project-oriented work;

Teaching content:

The Age of Enlightenment and the revolutions of the middle-classes;

Intellectual principles. Political doctrines. The origins of the USA.

Napoleon and Europe. The Restauration and revolution.

Nationalism and liberalism. The Industrial Revolution and social issues; The Labour Movement.

Society, economy, culture (classicism, Biedermeier), science and technology.

Developments in Austria:

The Age of Imperialism:

National drives towards conciliation. Europeanisation of the world.

Pre-World War I Europe; World War I.

Society (the upper middle-class, industrial society, women's liberation).

Ideologies and political movements.

Economy, science and culture.

Developments in Austria.

Developments after World War I.:

The Russian Revolution. The reorganisation of Europe.

International organisations.

Extra-European developments; National Socialism; World War II.

Society, economy (inflation, the Depression, economic control), science, technology, culture.

Developments in Austria.

Current development processes:

Neo-nationalism and the multicultural society.

European integration.

Migration problems. Contemporary history topics.

### 3.2 PSYCHOLOGY AND PHILOSOPHY

Educational and teaching objectives:

Teaching should ensure that students

- are able to understand psychological phenomena and the to specify specialist terminology;
- are able to make use of literature specialising in psychology and pedagogic;
- are able to understand their own personality as well as that of their fellow human beings and grasp the relationships between individual and social reality;
- show consideration for the personality of others in their behaviour;
- show a well-founded and acceptable attitude towards problems in life and a responsible, tolerant attitude within society;
- deal with the principles of human existence and develop a personal world view and idea of man as a basis to act responsibly;
- think independently and critically;
- respect the intellectual achievements of other world views;

Teaching content:

Psychology:

Industrial psychology.

Economy and marketing psychology. Media education.  
 Personality psychology:  
 Mainstreams in depth psychology.  
 Personality research; Personality diagnostics.  
 Psychosomatics, psychohygiene, environmental psychology.  
 Social psychology:  
 Socialisation (gender and class-specific).  
 Group, mass-psychological phenomena.  
 Mental attitudes and prejudices; manipulation; communication.  
 Philosophy:  
 Man and perception:  
 Methods, goals, the limits of perception; science theory;  
 Language philosophy; logic.  
 Man and values:  
 Values problem; ethics; aesthetics.  
 Man and nature:  
 Ecological thought patterns (nature – technology – society).  
 Man and society:  
 Human relationship forms (Ego/ you – relation, small group; society models, feministic thinking); law, politics, power; ideology and criticism of ideology; utopias.  
 Man and transcendence:  
 Metaphysics.  
 Mainstreams in contemporary philosophy.  
 Personal critical events.

#### 4. ART

##### 4.1 MUSIC EDUCATION

Educational and teaching objectives:

Teaching should ensure that students

- are able to present themselves linguistically, vocally and physically with appropriate quality;
- are able to express themselves in music individually and/or in groups in a qualified manner;
- are able to listen consciously and in a concentrated and differentiated manner;
- develop individual musical talents;
- are able to deal with music emotionally and cognitively;
- experience music as a possibility to enrich one's life;
- acquire an ability to work in teams, communication abilities, social competence, tolerance and the power of concentration in their musical activities;
- know the different types of historical and contemporary music;
- are able to critically reflect and use the various effects and functions of music in a permanently changing acoustical environment;
- know and are able to implement audio-visual information technologies;
- know the social and economic meaning of music;
- understand the significance of music in Austria within a historical, regional and international context;
- have knowledge on possible criteria of musical and artistic quality;
- are able to perform cross-curricular projects;

Teaching content:

Vocal music:

Rhythm, melody, intonation, speech.  
 Vocal possibilities, the experimental and improvisatory use of the voice.  
 The use of a microphone.  
 Instrumental music-making:  
 Play with rhythms, tones and sounds, sound experiments and improvisation.  
 Harmonic patterns.  
 The use of available instruments for song – folk, art, popular - accompaniment, movement accompaniment and scenic presentations.  
 Giving artistic form to music:  
 Giving musically artistic form to texts, images, moods and emotions.  
 Scenic performance, collages.  
 Song writing, creating individual texts to music.  
 Musicology:  
 Work examination and work interpretation.  
 Creative elements in music such as repetition, development, contrast, tension and resolution, intensification and reduction, motive, theme, melody, rhythm, harmony.  
 Types of notation and tonic systems.  
 Types and genres of music.  
 Listening:  
 Selected listening repertoire from different eras, styles, areas of function and cultures.  
 Emotional and cognitive relations to music.  
 Music and society:  
 Financing and marketing music, music and advertisement, music industry and media, subsidy policy and sponsoring, cultural tourism.  
 Music in a social, historical and political environment.  
 Movement:  
 Free and individually choreographed forms of movement.  
 Electronic media and information technology:  
 Computer-generated music, sound and sound-design, film music and video clips.  
 Cross-curricular artistic project.

## 4.2 FINE ART AND CREATIVE DESIGN

Educational and teaching objectives:

Teaching should ensure that students

- appreciate creative artistic work and the observation of works of fine art;
- understand the character and the function of creative artistic work;
- have an open and critical attitude towards all manifestations of fine art and architecture;
- know significant examples of fine art and architecture from different eras;
- know the basic specialist vocabulary and are able to use it within the framework of art reflection;
- show an independent use of institutions and media in the art world;
- possess creative competence and are able to express themselves by means of different techniques and materials;
- are able to solve problem-related tasks material-compatibly, target-oriented and independently;
- are supported in their creative talent and are able to use creative resources and abilities;
- are able to apply visual media as a production and presentation tool.
- are able to perform cross-curricular projects.

Teaching content:

Graphic arts and painting:

Practical and visual object research (physical makeup and space, structural elements, surface quality, proportion, perspective).

Drafts, autonomous drawing and several graphic print procedures.

Free painting (different materials and techniques, composition and colour).

Plastic design:

Three-dimensional object design.

Spatial design:

Drafts for spatial design, perspective representations, shape and function.

Media:

Application of visual media, basics of technique and design.

Reflection:

Dealing with fine art and architecture.

Interpretation of works, the meaning of their content and the conditions contributing to their synthesis.

Fundamental design and creation tools. Technical terminology. Comparative visual image observation.

Development of European art, current, international trends. Classifying works of art into the overall picture of a culture, elementary stylistic/ historic relationships.

Independent use of institutions and media in the art world.

Cross-curricular artistic project.

## 5. NATURAL SCIENCES

### 5.1 BIOLOGY AND ECOLOGY

Educational and teaching objectives:

Teaching should ensure that students

- are able to find relationships from the molecular level up to the level of organic systems;
- are able to understand and assess ecological cycle processes;
- recognise nature as a networked system and see themselves as a part of it;
- are able to present biological and ecological topics and make them understandable with the help of modern technical means;
- understand the manifold interactions between society and the environment;
- recognise an intact environment as a precondition for their own health and as an economic factor;
- are able to decide ecologic-economic questions responsibly;

Teaching content:

Cytology:

The cell as the basic life unit. Components, structure, contents, cell metabolism, cell division.

Differences and similarities in the cell structure of organisms.

Microbiology:

Biotechnology – selected production procedures.

Bacteria, viruses, fungi. Animal and plant protozoa.

Cell – tissue – organs – organ systems – organism:

Plant and animal organs and organ systems on significant examples (structure and energy metabolism; reproduction and evolution; nervous and control systems).

Behavioural biology:

Methods; congenital – acquired behaviour.

Animal and human behaviour (social behaviour, communication, sexual behaviour, territorial and possessive behaviour, hierarchy, aggression, brood care, parent - child behaviour).

Ecology:

Human influences on ecosystems, regional and global effects.

Nature and environmental protection.

Genetics and genetic technique:

Molecular genetics. Human genetics.

Genetic-technical applications (selected examples).

Evolution:

Physical, chemical, biotic and cultural evolution.

Evolution factors. Evolution theories. Cycle.

Exceptional position of man.

## 5.2 CHEMISTRY

Educational and teaching objectives:

Teaching should ensure that students

- are able to master chemical methods and to describe causal relationships – also by means of modern technical devices;
- are aware of the principles of model conceptions and are able to comment critically on current natural-scientific topics;
- are open to natural-scientific developments and recognise their dangers and based on their knowledge are able to estimate the risks and dangers;
- responsibly consider health, economic and ecologic factors in the use and disposal of chemicals in professional and everyday life;
- are able to recognise a problem, to formulate it as well as to solve it in a team.

Teaching content:

Chemical methodology:

Segregation processes and analyses methods (pollutants in air, water, soil and foodstuffs).

Relationship between material structure and characteristics, interaction between molecules.

Chemical reactions:

Stoichiometry laws, energy conversion, types of reactions.

Water:

Water as a solvent (concentration indications in chemistry).

Processing methods, water quality classification.

Water pollution; water processing.

Acids, alkalis, salts, pH-value, buffer solution, complex building, sedimentation.

Organic chemistry:

Energy-supplying parts of foodstuffs (basic chemical structure):

Carbohydrates, glycolisation, photosynthesis, lipids, lipid catabolism;

Energy production in the body, citrate cycle; structure and effects of membranes; transporting cycles; ATP-synthesis.

Organic chemistry applications (e.g. cleaning agents, drugs and intoxicants, cosmetics).

Materials:

Glass, metals, paper.

Synthetics (thermoplastics, elastomers, thermosets).

Application possibilities, environmental problems.

Biochemistry:

Chemical evolution. Enzymes, nucleic acids. Protein biosynthesis.

Biotechnology (selected examples).

## 5.3 PHYSICS

Educational and teaching objectives:

Teaching should ensure that students

- understand the way of thinking and operation in physics;
- are able to describe and present processes and natural and technological phenomena of by means of physical laws;
- are able to make connections between physics in particular in the area of information and computer technology and the problem of energy;
- are able to make well-founded and critical comments on current topics from economy, technology and communication from the point of view of physics;
- are able to present physics themes through modern technical means in experiments and presentations.

Teaching content:

Masses, particles and fields:

Properties of macro objects (mass and gravitation, movement and energy, temperature and heat, electrical charges, electromagnetism, astrophysics).

Properties of micro objects (mass defect and bond energy, radioactivity, nuclear processes, physics of elementary particles).

Waves and radiation:

Properties of waves and their phenomena.

Sound waves and acoustics.

Electromagnetic spectrum (wave fields, types of radiation, special applications).

Technical physics:

Energy (types, generation, use).

Information technology (physics basics, selected examples).

## 5.4 MATHEMATICS AND APPLIED MATHEMATICS

Educational and teaching objectives:

Teaching should ensure that students

- know the basic general mathematic structures;
- are able to apply logical thought and use mathematic methods independently;
- are able to implement linguistically formulated problems into mathematic symbols;
- are able to perform step-by-step analyses and apply independent problem-solving;
- are able to use general mathematic processes with algebraic or graphic results;
- are able to numerically solve practical examples and projects from the area of economy or the natural sciences by means of modern technologies and to chart mathematic correlations.

Teaching content:

Conclusions and set theories with their conjunctions; sets of numbers and number systems;

Basic arithmetic operation rules, for powers and roots.

Functions:

Linear functions and their equations.

Power and root functions and their equations.

Exponential and logarithmic functions and their equations.

Sequences and series.

Elementary geometry, planes and bodies.

Trigonometric functions and resolving triangles.

Differential calculus.

Integral calculus.

Statistics.

Probability calculus.

Applicative examples and projects on functional correlations in the economy and natural sciences (using modern technologies).

Compound interest, bonds, satisfaction of a debt, credits, leasing, values and efficiencies, investments.

Linear optimisation.

Cost and price theory.

Extreme value problems.

Plane and volume calculations (requirements of space and material).

Analysis of growth processes in the economy and in nature.

Calculations of trends in the economy and natural sciences.

Written exams:

Per year, in which the subject is taught:

Two one-hour written exams;

In the last year in which the subject is taught:

Two one- or two-hour written exams.

## 6. ECONOMICS, POLITICS AND LAW

### 6.1 GEOGRAPHY AND ECONOMICS

Educational and teaching objectives:

Teaching should ensure that students

- have topographical knowledge as well as regional and global concepts of space relevant for their occupation and everyday life;
- are able to obtain, analyse and describe the information essential for the examination and evaluation of our living space;
- know geographic information systems;
- are able to apply economic geographic knowledge;
- are able to explain the natural and human factors on earth and to describe the synergy in economic and ecological systems;
- are aware of the limits of global resources and are able to analyse the conflicts regarding their use and distribution;
- are able to explain economic patterns and the resulting conflicts of distribution and environmental damages as well as to critically comment on problem solving;
- are able to indicate several global regionalisations and types of space drawn up according to variable aspects and explain the resulting problems;
- are able to analyse individual and social claims on the geographic living space;
- are able to explain the significance of environmental planning to guarantee quality of life;
- are ready to work responsibly on shaping and preserving our living space.

Teaching content:

The position of earth in the universe. Physical geography.

Regionalisation of the earth:

Physiologic-geographical, landscape-ecological, socio-economic and cultural structures; problem of types.

Major regions:

Natural resources, environment and society, economic areas, tourism and transportation, political structure, hot spots, political and economic integration.

Developing countries:

Subsistence economy and market-oriented agriculture, land reform, transportation structures, ecological, social and economic structure changes through the use of natural resources, industrialisation, global tourism and urbanisation;

Emerging countries, north-south-relationships, development chances.

Industrialised countries:

Location factors and structure changes of industrial areas.

Level of industrialisation and material living standard, the meaning of infrastructure institutions for developing and supplying economic areas, transportation structures; agriculture in the industrialised society.

Changes in urban and rural regions; leisure time behaviour and tourism regions, travel planning.

Austria:

Space and society:

National territory, the structure of natural areas, nature potential;

Demographic development and structures, population distribution, regional economic structure, job market, social structure and mobility; centralised local structure, regional disparities; economic system and economic-spatial structure; infrastructure; political and administrative structure.

Regional planning:

Goals, organisation and tools of local, regional and trans-national regional planning; regional structuring (planning and concept regions); space-effective planning and measures (village revitalisation and landscape conservation, city revitalisation, supply and disposal, development of structurally weak industrial regions; transportation planning).

Economic structures and processes:

Structures and changes in agriculture and forestry, mining, energy, trade and industry, commerce, social services, tourism, in the quaternary and quinary sector.

Protection of the environment, nature and the landscape.

Economic and political interweavements of Austria with other countries. European integration.

Global economy and politics:

Globalisation and regionalisation; integration processes;

Cross-national concentration of power (economic, political and military); international division of labour; structures and trends in world trade; migration.

## 6.2 BUSINESS MANAGEMENT AND NATIONAL ECONOMICS

Educational and teaching objectives:

Teaching should ensure that students

- understand basic business and national-economic relationships and are able to assess their consequences on society;
- critically observe business and national-economic problems as well as are able to independently work out contributions to discussions and solutions;
- are able to investigate the consequences of business management dealing and interpret them with regards to national economic consequences;
- know the company function regarding investment and financing decisions, legal rules important for company management as well as the principles of company and employee management;



- understand the value of vocational work and the social responsibility of the economically employed in close connection with the principles of modern personnel and company management;
- observe media reports on activities in the Austrian national economy and in the global economy, assess their consequences for society and the individual and make critical comments;
- understand new developments in the economy and are able to apply this knowledge;
- are able to initiate a business economic project and to perform, document and present it in teamwork.

Teaching content:

Project management:

Goals, planning, performing, documenting.

Legal basics of company management:

Merchant characteristics; authorisations within companies; commercial register.

Company founding and closure. Insolvency.

Legal forms of enterprises:

Choice of the legal type.

Company concentrations and cooperation.

Trade (functions, types, special features of export trade – payment and delivery conditions, risk hedging).

Marketing:

Market research; marketing-political tools.

Marketing decisions; marketing in tourism; current developments.

Investments and financing:

Types of investments, investment decisions.

Types of financing; financial planning and budgeting, business plan.

Economic basics:

The market (supply and demand, use, competition).

The price (price structure, types of prices, price elasticity, price policy).

Securities:

Structure of stock exchange values and quotation; capital investment strategies; securities exchanges.

Company organisation:

Structure and flow organisation; organisation principles and development.

Company management:

Strategic and operative planning; decision techniques; styles of leadership.

Personnel development (choosing and assessing employees, employee motivation, career planning).

Quality assurance.

Current management concepts.

State economic and social policy:

Currency policy (Austrian National Bank and European Central Bank); money and inflation theory; balance of payments.

### 6.3 POLITICAL EDUCATION AND LAW

Educational and teaching objectives:

Teaching should ensure that students

- acquire the knowledge necessary to understand political and social life and are able to make use of their rights and duties as citizens;

- are able to analyse current political and social situations and occurrences and to judge them critically;
- are familiar with laws important for private and professional life and are informed about the means of legal recourse;
- know about developments in current society;
- are able to obtain and evaluate political and legal information to solve problems in professional and private life;
- know the principles of the Austrian Federal Constitution;
- respect other people and cultures and aim at conflict solving;
- are willing to take part in public and cultural life and to accept political and social responsibility.

Teaching content:

International law:

International relationships and organisations; human rights.

Peacekeeping.

The Austrian Federal Constitution:

Guiding principles (democratic, republic, federal and constitutional principle; neutrality, comprehensive national defence, environmental protection, human rights).

Development of a political mind:

Political parties, representative bodies, media.

Private law:

Personal law, family law, law of succession, property law, law of obligations, consumer protection law.

Industrial law and social legislation:

Individual and collective industrial law; social security.

EU law.

Criminal law.

Crimes against life and limb, libel, property offence, sexual crime.

## 6.4 ACCOUNTING AND CONTROLLING

Educational and teaching objectives:

Teaching should ensure that students

- are able to individually structure accounting in a small or medium-sized business and to carry out practice-related tasks in middle management in the field of company accounting;
- are able to independently make use of company statistics information;
- are able to draw up a budget;
- are able to apply cost accounting as a tool for company decision-making;
- know the personnel and organisational/ technical requirements and the accounting work process as well as the function of controlling and its relationships with accounting;
- know the rules important in company practice on the assessment of company capital and debts as well as balancing basics and legal regulations concerning levies and are able to apply them in practice when drawing up the annual accounts;
- are able to perform economic calculation processes with consideration to the relevant taxes and levies as well as personnel accounting;
- are able to solve tasks in the areas of financial bookkeeping, cost accounting, personnel accounting as well as controlling with the help of standard software and to present the results;

- are able to recognise the effects of company activities on the operating result and to react thereupon;
- are able to apply the acquired knowledge and skills in actual company situations.

Teaching content:

Integration of previous knowledge.

Personnel accounting:

Accounting of regular and other payments, bonuses and surcharges, expenses and payments in kind; booking of wages and salaries; accounting and booking of wage-dependent taxes.

Cost accounting and controlling (with specially consideration to tourism firms):

Procedures; company decisions;

Accounting of operating result.

Annual account:

Legal requirements; assessment; annual closing entries.

Accounts of sole proprietorships and business partnerships; Ltd.

Trade balance – taxable result.

More/less tax accounting; income and expenditure accounting.

Tax system:

Tax declarations, posting taxes.

Analysis of the annual account and balance examination:

Processing; key data; interpretation.

Software specifically for financial and cost accounting as well as for controlling.

Tests:

Per form, in which the subject is taught:

Two one- or two-hour tests;

In the last year, in which the subject is taught:

Two two- or three-hour tests.

## 7. INFORMATION MANAGEMENT

### 7.1 APPLIED COMPUTER SCIENCE

Educational and teaching objectives:

Teaching should ensure that students

- are able to carry out projects using prevalent project management tools;
- understand the social and economic problems connected with the information and communication technology;
- know the structure and operation of Internet services and networks;
- are able to generate digital online content;
- master the basics and components of online content management;
- are able to know and apply the current tools of information technology.

Teaching content:

Structuring and operation of Internet services and networks:

Planning and managing Internet servers; topologies; protocols and services.

Publishing:

Generating static and dynamic digital online content. Requirements specifications; user guide and screen design; basics and components of modern online content management.

Individual and team projects on selected areas of the teaching content.

Tests:

Per form, in which the subject is taught:

Two one- or two-hour tests.

## 8. NUTRITION, HOTEL AND RESTAURANT INDUSTRY

### 8.1 NUTRITION

Educational and teaching objectives:

Teaching should ensure that students

- reflect nutrition habits, develop a behaviour of health awareness and therefore accept responsibility for their own health;
- are able to apply preventative measures to avoid nutrition-related diseases;
- have a basic knowledge of nutrition ingredients and customary groceries in order to be able to orientate to and act responsibly in the market;
- are able to apply specialist software to interpret the results and to implement relevant measures;
- know current types of nutrition and diets and are able to develop menus relevant to target groups;
- are aware of the sustainability of their own actions also in respect to the global distribution of resources and take into consideration ethic principles.

Teaching content:

Nutrition components:

Ingredients that supply and do not supply energy (structure, types and sources, nutritional and kitchen-technical significance).

Consequences of excessive intake and deficiency.

Digestion and metabolism in healthy and sick organisms.

Groceries rich in fat, carbohydrates, proteins, vitamins and minerals:

Types, composition, nutritional and economic significance, commercial types, production, preservation.

Seasonings.

Nutrition in different target groups, differentiated according to age, special stress situations and health condition.

Nutrition and consumption behaviour:

Influences, consumer statistics, tendencies, nutrition education.

Alternative types of nutrition, current trends.

Severe eating disorders caused by psychological distress.

Global nutrition.

## 9. PHYSICAL EDUCATION

See regulation BGBl.(Federal Law Gazette) No. 37/ 1989.

### A.2. School autonomous extension area (school autonomous compulsory subjects)

In the area of the school autonomous compulsory subjects there must be an educational emphasis; compulsory subjects can be strengthened or expanded upon and/ or seminars can be held.

The framework predetermined by the syllabus should comply with content from the school in accordance with its pedagogical responsibility, its personnel, objectives and financial resources in terms of the best possible support for the students. The contents of the specialised areas should be topics that are not taught in the compulsory subjects.

In terms of the teaching and educational tasks care should be taken that these contents noticeably go beyond the strictly cognitive aspect.

The educational emphasis without predetermined contents as well as the selected seminars must be specified in the educational and teaching tasks and in the teaching content within the framework of pedagogical autonomy, whereas the structure of the compulsory subject description must form the formal basis.

An additional description must be chosen that specifies the concrete teaching content in order to make the training program transparent for the students as well.

Within the framework of the school autonomous compulsory subjects finalising the seminars is variable; a seminar can extend to one or more years.

Especially in the educational emphasis without predetermined contents as well as in the seminars, students should be enabled to independently work out the teaching areas to the greatest possible extent in cooperation with other students and teachers by utilising all pedagogical possibilities, in particular team-work. When possible in the subject area, project teaching is recommended as well.

See also chapter III (school autonomous curriculum regulations).

## 1. EDUCATIONAL EMPHASES

### 1.1 EDUCATIONAL EMPHASES WITH PREDETERMINED CONTENTS INTERNATIONAL COMMUNICATION IN THE ECONOMY

Educational and teaching objectives:

Teaching should ensure that students

- experience language as a tool for structuring and extending personal and business relationships and are able to integrate economic-specific abilities, knowledge and skills into the foreign language activities;
- know customary international practices in business life and communicate verbally and non-verbally to dialogue partners as well as to given intercultural factors;
- use synergy effects of parallel language learning and develop vocational-specific language competency in both modern foreign languages in the core area;
- cooperate and interact flexibly in a multilingual context;
- efficiently fulfil complex tasks within a practice-related timeframe;
- are able to present themselves publicly in a self-confident, secure and flexible manner;
- research, edit and present vocationally related facts in a written and oral fashion by actively using all available information and communication media and technologies;
- recognise and apply linguistic strategies to achieve a goal;
- extend and differentiate acquired facts in terms of special vocational situations;
- know external qualifications in terms of an individual educational planning and estimate the value of a complete and varied portfolio for their own vocational development.

Teaching should ensure that students

- reach at least the level of the Independent Users according to the determined standards for language competency in the regulations of the Council of Europe, whereby in individual skills it should be aimed at the level of the Proficient User \*2).

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\*2) The descriptors are the basis of the Common European Framework of References for Languages, chapter 4 and 5; Council of Europe, Strasbourg 2001, ISBN 3-468-49469-6; These were chosen and processed in terms of the teaching objectives of the educational emphasis.

That means that students are able at least

- to communicate spontaneously and fluently so that a normal conversation is possible with relatively little effort from both parties;

- to put forward a clear and prepared presentation, thereby pointing out the pros and cons of a specific point of view as well as fluently and spontaneously answering a list of questions; but also considering the possibility that they may have to ask for a repetition in the second modern foreign language in the case that it was spoken too fast;
- to discuss in a written or orally fashion, thereby explaining the pros and cons of different options; establishing and defending one's own point of view as well as assessing alternative proposals, hypothesising and responding to the hypotheses of others in English;
- to understand announcements and information on concrete and abstract topics that are spoken at a normal rate in standard speech;
- to make notes during a presentation, a discussion, a conference etc. and reliably pass on detailed and relevant information if the topic is part of the teaching content and the input is clear and well-structured;
- to scan lengthy texts for important statements and/ or desired information and to compile information from diverse texts or parts of texts in order to solve a particular task;
- to contribute to a work process by motivating others to take part or to offer their opinions; to explain why something is a problem, to discuss the next steps and compare alternatives; to make brief comments on the points of view of others;
- to compose clear detailed texts for tasks of the teaching content and thereby consolidate information and arguments from different sources.

Teaching content:

Multilingual internal and external communication in companies (taking into special consideration tourist and other service industries).

Economic situations, conventions and structures in international comparison.

Communication forms and situations:

e.g. records, short reports, memos, prevalent business correspondence.

Content-adequate translation of texts into the respective target language.

Interpreting data materials.

Presenting, moderating, arguing.

Simulation of professional life or authentic situations from selected areas (e.g. reception, guest care, customer advice and sales, secretariat, public relations, marketing, personnel management).

Tests:

Per form, in which the emphasis is taught:

Two one- or two-hour tests.

## MEDIA COMPUTER SCIENCE

Educational and teaching objectives:

Teaching should ensure that students

- are able to decide which hardware and/ or software should be applied for the predetermined requirements;
- are able to optimally use the Internet for business and personal purposes;
- are able to implement business goals by means of the Internet;
- are able to assess the application of multimedia and to decisively collaborate on multimedia productions;
- are able to collaborate on planning, purchasing and installing information and communication systems;

- have basic knowledge of nets and are able to use them;
- are able to describe occurring malfunctions exactly and to provide a quick and cost-saving debugging;
- understand social and economic problems related to information and communication technology;
- understand new developments and are able to keep up with the effects on information technology.

Teaching content:

Internet:

Access to telecommunication services:

Technical possibilities and prerequisites for access;

Net connections (installation, operation, security).

Provider, online and additional services.

Website management and analysis.

Tele-learning (Internet, online seminars,...).

Legal basics in the Internet; problems of content monitoring and Internet ethics problems.

Web design and management:

Generating, administering and maintaining websites.

Information management in companies and organisations.

Multimedia:

Required hardware to generate multimedia productions.

Multimedia production (author systems).

Generating a multimedia production in teamwork (definition of purpose of the production, brainstorming, organising the division of labour, direction, management, presentation and the intended implementation, criticism of production and application, evaluation).

Interactive multimedia systems (implementation and tasks, examples from the practice).

Project(s) with detailed documentation.

Tests:

Per year, in which the emphasis is taught:

Two two- or three-hour tests.

## CULTURAL TOURISM

Educational and teaching objectives:

Teaching should ensure that students

- understand psychological, sociological and cultural-historical backgrounds as well as the economic meaning of cultural experiences in leisure time with special consideration to human and ecologic aspects from the supply and demand side;
- have knowledge in different areas of art (visual and fine arts, music, literature, types of multimedia);
- are able to develop individual points of view concerning the various aspects of cultural life;
- are appreciative of cultural, social and economic development;
- know the types of culture on offer as well as companies and organisations in the tourism and recreation industry and their international relationships at municipal, provincial and federal level;
- know the system of marketing especially the marketing tasks and goals of tourism companies and organisations;
- present themselves towards the guest in a polite and self-confident manner;

- are aware that significant chances of a profile and market niche policy in tourism can be found in an event-oriented preparation of the cultural potential at the company, municipal and a regional level;
- apply the prevalent knowledge to concrete problems and so gain a detailed expansion thereof;
- are able to solve vocational practice problems of the tourism and recreation industry;
- are able to plan, perform and monitor EDP-supported projects with project management methods.

Teaching content:

Tasks and structure of cultural tourism:

Sociological, leisure-time-pedagogical and physiological aspects.

Areas:

Cultural environment, music, visual arts, fine arts, literature, handicrafts, the culture of dining.

Project development:

Austrian cultural offers. Transportation-geographical situation, appealing factors for tourist travel.

Company, local and regional cultural offers as instruments of a tourism profile (e.g. package tours, theme routes).

Integration into a cultural information data base.

Areas of music, handicrafts, museum pedagogic and gastronomy (e.g. music programs, visits to workshops and studios).

Cultural-pedagogical implementation of historical eras of development (e.g. travels back in time, regional cuisine).

Cultural support and culture policy (e.g. heritage protection, traditional customs, cultural initiatives, theatre, galleries and exhibitions).

Cultural management:

Legal, economic and fiscal factors.

Cooperation and coordination with cultural bodies.

Management of cultural tourism organisations.

Project management:

Tourism presentation of regions.

Performing tourism and cultural programs and events at the company, municipal and regional level.

Employee and customer contacts.

New trends in recreation:

Soft tourism, alternative travel forms, theme parks.

Tourism policy (goals, authorities).

Tourism marketing:

Spa and health tourism, city tourism, short travels, types of business travel (conventions, exhibitions, fairs), club holidays.

Marketing concepts for a location, a region; sponsoring, fund-raising, contacts with respective institutions;

Public relations work; project presentation.

EDP-supported projects.

## 1.2 EDUCATIONAL EMPHASES WITHOUT PREDETERMINED CONTENTS

Educational and teaching objectives:



Teaching should ensure that students gain knowledge and skills that lead to a vocational-related specialisation in harmony with the general educational objective. For more detailed regulations see chapter III (school autonomous curriculum regulations).

Teaching contents:

Foreign language emphasis:

One additional modern foreign language or specialisation in the area of the core subject foreign language.

Tests:

Per year, in which the subject emphasis is taught:

Two one-hour tests.

IT-emphasis:

Specialisation in the area of information and communication technologies.

Specialist-theoretical emphasis:

Specialisation in the area of vocational-related education.

Artistic-creative emphasis:

Specialisation in the artistic-creative area.

## 2. SEMINARS

Educational and teaching objectives:

Teaching should ensure that students develop cultural, ecological, economic and social competences and attitudes in other specialist subjects that are in accordance with the general educational objectives through developing the creative and communicative potential in addition to the educational emphasis and the attitudes, knowledge and skills gained in the core subjects; especially those competences and attitudes that are presumably of special importance at work and at home and can be directly utilised after having finished school.

Teaching contents:

Special additional contents that can be imparted neither through a strengthening in the compulsory subjects of the core subjects nor through the chosen educational emphasis.

Foreign language seminar:

One further modern foreign language. Distribution of the teaching content corresponding to the foreign language instruction of the core subjects.

Tests:

Per year, in which the seminar is held:

One one-hour test.

Business organisation seminar:

Simulation of an actual situation (test firm) to perform organisational and practical work occurring in businesses in the economy by using specialist language with the help of customary software. In particular students should recognise business processes, take responsibility, independently carry out specialist tasks by using the knowledge acquired in other subjects and they should work in teams.

An organisational model must be worked out for every test firm, whereby teachers of other relevant subjects are to be addressed and consulted concerning the use of the knowledge and skills that the students acquired in their classes. If necessary additional lesson allocations can be included from other pertinent compulsory subjects by the assignment of relevant teachers, and/ or lesson blocking is possible.

IT-seminar:

Current contents from the area of information and communication technologies.

General educational seminar:

Contents that extend general education, whereby vocational-relevant aspects must be included, if possible.

Natural science seminar:

Contents that extend natural science education, whereby vocational-relevant aspects must be included, if possible.

Artistic-creative seminar:

Supporting creativity through artistic activities, whereby vocational-relevant aspects must be included, if possible.

Personal development seminar:

Supporting social competency, the culture of conflict, teamwork skills, competency in communication and problem solving; mental hygiene in professional life.

Specialised theoretical seminar:

Contents that extend the vocational-related education in the area of theory; the emphasis on application is to be specially considered.

Practical seminar:

Specialised-practical content in connection with specialised-theoretical basics that are to be imparted in a clearly recognisable fashion.

## B. FACULTATIVE WORK PLACEMENT

Educational and teaching objectives:

Teaching should ensure that students

- acquire professional expertise in a company that meets the requirements of the particular professional areas of the students in this type of school supplementary to the knowledge and skills taught in the respective subjects;
- are able to implement their acquired business competency in vocational world;
- gain comprehensive insight into the company organisation;
- know about the rights and duties of employees and are thereupon able to examine the immediate job situation;
- show efficient, self-confident, proper and friendly behaviour to superiors and colleagues;
- gain an overall positive attitude to vocational life and to the specific vocational environment in particular by connecting training and practice experience.

Temporal and factual framework:

Before the start of year III in an extent of twelve weeks in companies in the areas of economy, administration, tourism or nutrition as well as in the vocational areas corresponding to the training emphasis.

In justified cases within the framework of the entire practice duration, work placements as well are permissible during term breaks or other holidays during the term.

Didactical basics:

The work placement must be served on the basis of an agreement made as precise as possible between the students and a relevant company corresponding to the educational goal of the school type.

The school is to strive toward the observation of the relevant labour and social law regulations when the contract is made. As a rule the student apprentice employment contract must be secured by labour contracts that are formulated according to the agreements of the social partners.

Work placements can be performed nationally or internationally; it is incumbent on the school to inform about special features associated with international work placements. The suitability of international work placement jobs must be appropriately documented.

In the case of sufficient relevance, which is to be assessed by the school, a notation on having completed the facultative work placement must appear in the matriculation and diploma certificate.

### C. Non-compulsory subjects and electives

Educational and teaching objectives, didactic basics:

Non-compulsory subjects and electives can supplement existing compulsory subjects or impart contents from other subjects. The course description is to be chosen from the relevant compulsory subject in the core subjects, the educational emphasis or the relevant seminar. In order to make the training program clearly identifiable also for students as well as for parents, an additional course description must be determined if necessary to specify the concrete training content.

Additionally the regulations on the school autonomous compulsory subjects are valid. It is possible to block subjects during certain parts of the school year.

### D. Remedial instruction

Educational and teaching objectives:

Students who are willing to perform and basically qualified, and yet are suffering from a reduction in achievement, should bring the knowledge and skills that enable them to fulfil the educational and teaching objectives of the respective compulsory subject.

Teaching content:

Such as in the respective form of the relevant compulsory subject restricted to those teaching contents that require repetitions and exercises.

Didactic basics:

The educational and teaching objective necessitates repetition and intensified exercise of the relevant compulsory subject matter. Because the students' weak areas generally are in different areas, teamwork becomes especially important.

Permanent contact with the teacher of the respective compulsory subject is a significant requirement for the success of the remedial instruction.

Basically, remedial instruction is not allowed to be used to extend, to supplement or to deepen the training in the respective compulsory subject.

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