

Secondary School of for Professions in the Hotel and Tourist Trades

I. Syllabus

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

Compulsory subjects	Form / lessons per week			Total	teaching contract
	1st	2nd	3rd		

CORE SUBJECTS

1. Religion	2	2	2	6	(III)
2. German	3	3	2	8	(I)
3. English	3	3	3	9	(I)
4. History/Social studies	-	3	-	3	III
5. Biology & Environmental Studies	-	-	2	2	III
6. Touristic Geography	-	-	3	3	III
7. Tourism and Marketing		2	2	4	II
8. Business Administration, Economics, &Catering Administration	2	2	2	6	II
9. Accounting 1)	3	3	3	9	I
10. Computer Science	1	-	-	1	I
11. Word Processing	3	2	2	7	III
12. Civics	-	-	3	3	III
13. Nutrition	2	-	-	2	III
14. Cooking & Catering Organisation 1)	4	3	3	10	IV
15. Beverages	1	1	-	2	III
16. Restaurant catering 1)	3	3	2	8	IV
17. Practical Work	3	3	2	8	(Va)
18. Physical Education & Animation	2	2	2	10	(IVa)

Total number of lessons	32	32	33	97	
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	Form / lessons per week			Total	xyy
	1st	2nd	3rd		

Autonomous extension subjects

a) Educational emphasis 2)

Second modern foreign language 3)	3	3	2	8	I
Catering	3	3	2	8	IV
Sport	3	3	2	8	IVa

b) Autonomous compulsory subjects 2) 2 2 2 6

Mandatory subjects with increased number of lessons per week I-Va)

Seminars:

Foreign Language Seminar 3)	I
General Educational Seminar	III
Vocational Seminar	III
Practical Seminar	IV

Total Number of lessons

Mandatory subjects	37	37	37	111	
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- 1) Using EDP
- 2) Curriculum decisions made autonomously in each school
- 3) The foreign language must be stated in official documents
- 4) As the core compulsory subject

B. Compulsory Work Placement :

A total of 24 weeks is required before entering third and final form

C. Non-compulsory subjects and Electives 3)

In as much as there are no autonomous curriculum decisions:

Instrumental music	1	1	1	3	V
Choir	1	1	1	3	V

D. Remedial Instruction 1)

In as much as there are no autonomous curriculum decisions:

German	(2)	(2)	(2)	(6)	(I)
English	(2)	(2)	(2)	(6)	(I)
Accounting 1)	(2)	(2)	(2)	(6)	I
Word Processing 1)	(2)	(2)	(2)	(6)	III

1. Using EDP
2. Curriculum decisions made autonomously in each school.

II. GENERAL EDUCATIONAL OBJECTIVE

Secondary schools for hotel and catering provide the students with the knowledge and skills necessary to directly turn to account on the labour market in the tourism industry, especially in the hotel, catering or beverage industries. (according to §§ 52 & 58 and taking into consideration § 2 of the national law of school organisation)

The curriculum includes general, vocational, touristic and economic subjects as well as compulsory work placement as preparation for access to careers.

The main educational objectives of the college focuses on personal growth and development, capacity for professional mobility and flexibility, creativity, critical awareness and social involvement, communicative skills in both mother tongue and, especially in vocational fields, in foreign languages.

An additional educational emphasis lies in the training of professional skills needed to solve business organisational problems using modern technology and taking economic and ecological as well as social aspects into consideration:

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

The student shall be trained to work and act creatively and independently and shall understand the necessity of continual further education in the life long learning process.

The encounter with other cultures shall lead the student toward openness and tolerance, thus educating him in democratic thinking and preparing him for a life in a multicultural society.

III. SCHOOL AUTONOMOUS CURRICULAR REGULATIONS

Autonomously made curriculum decisions (§6 par.1 of the national law of school organisation) grant each school the liberty to place their emphasis individually in /on the various areas of scholastic extension such as the main area of professional training, autonomous additional mandatory subjects, electives and non-obligatory lessons and tutorial lessons. In order to use this liberty sensibly it is necessary to consider the needs or problematic situations of the individual school or grade and the wishes and goals resulting thereof. It is necessary to base this autonomous liberty on a educational, general cultural and economic concept which fulfils the needs of the students and the school partners as well as those of the extended school environment.

The areas of educational emphasis are fields which lead to specific professional training. Each school must individually determine in which areas of professional training it will specialise, this process being carried out according to the written laws of autonomy. Should a college have more than 1 class per age level and form, then different areas of professional training may be offered for each form. If the school partners (parents' & teachers' representatives) are not in the position to decide on the field of professional training themselves, it then becomes the responsibility of the State Board to do so.

In the school autonomous curricular regulations it is possible to offer a core subject in more depth and detail and/or to offer seminars.

The following varieties are possible:

1. The number of lessons in one or 2 core subjects can be increased by a total of 2 per form OR
2. One or two seminars may be held totalling 2 lessons per form OR
3. One seminar of one lesson and one core subject increased by one lesson per form

Core subjects increased in the number of lessons and therefore in depth and detail can be carried out in the following ways:

1. By increasing the number of lessons in the form in which the subject is part of the syllabus and/or
2. Continuing to teach a core subject in a form in which the subject is not a part of the syllabus

For core subjects increased in the number of lessons, additional educational and teaching tasks as well as lesson plans and didactic principles may be set. If a core subject is increased according to 2), then such additional tasks are of necessity.

The seminars provide a further educational offer within curriculum planning as additional mandatory subjects in other areas which are in accordance with the general educational objectives of the College. The decision as to which seminars will be taught at each college (or in the different forms) as well as the title, the contents and the amount of lessons is to be made according to the written laws of autonomous curriculum planning.

If the school partners (parents' & teachers' representatives) are not in the position to decide on the curriculum planning within the field of additional mandatory subjects themselves, it then becomes the responsibility of the State Board to do so.

Possible electives or non-compulsory lessons as well as remedial instruction are to be set according to the written laws of autonomous curriculum planning as far as their title, contents and amount of lessons are concerned, whereby the laws of autonomous curriculum planning for additional mandatory subjects should be followed.

IV. GENERAL DIDACTIC PRINCIPLES

Lessons are to be taught in a cross curricular manner taking regional specialities and current affairs into consideration. Students shall be encouraged to take part in the life long learning process.

There shall be continual consultation with teachers of related subjects so that cross curricular thinking and comprehension are achieved.

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

The curriculum is to be understood as a framework which enables the teacher to take economic, social and cultural changes and innovations into account.

Close attention shall be paid to the proper use of High German in all subjects and mistakes in pronunciation, orthography, grammar and lexis shall be brought to the student's attention. The language component is an integral part of the subject performance.

In all appropriate subjects importance shall be placed on ideas of civics, health, media technology and environmental protection.

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 for the teacher to teach in an exemplifying manner.

The teacher shall choose a method of teaching which will capture the interest of the student and encourage him to recognise what is important.

**EDUCATIONAL AND TEACHING OBJECTIVES OF THE INDIVIDUAL SUBJECTS
LEVEL-SPECIFIC STRUCTURING AND ORGANISATION OF COURSE CONTENT
DIDACTIC PRINCIPLES**

A. Compulsory subjects

2. GERMAN

Educational and teaching objectives:

The teaching should ensure that the students

- are able to participate actively and creatively in cultural and public life,
- are able to appreciate the aesthetic qualities of a work of literature, and to realise interrelations with its socio-cultural context,
- are able to deal effectively with situations of oral and written communication in their personal and professional fields,
- are in particular able to express themselves spontaneously, clearly and without creating misunderstandings, to understand and process written texts, and to reproduce them in a consistent way,
- develop linguistic creativity in compliance with accuracy in writing and speaking,
- are able to handle aids for pronunciation, spelling, grammar and expression in German,
- are able to obtain information from general, cultural and specialist reference books,
- take media as an institution and as an economic factor, understand the possibilities of education, entertainment and information they offer and are capable of dealing with media in an active, conscious and critical way in their personal area of life.

Course content:

Year One (3 units/wk):

Normative accuracy:

Application of the rules of spelling and punctuation.

Spelling and meaning of frequent loan words and technical terms.

Basic grammar structures (words, parts of the sentence, sentences).

Oral communication:

Presentation of factual information (experiences, things heard, seen or read) in standard language. Telephoning.

Reading aloud and recitation.

Written communication:

Different types of narrative texts; practically oriented text types (report, summary, précis).

Creative writing.

Literary texts and cultural references:

Topic areas drawn from the student's area of experience (motifs, topics, formal aspects of texts).

Media:

Mass media (kinds and functions of the print media).

Year Two (3 units/wk):

Oral communication:

Reading aloud and recitation.

Written communication:

Taking notes unguided; practically oriented text types (minutes, extract, curriculum vitae, letter of application; characterisation, description).

Analysing, arguing, appealing.

Creative writing.

Literary texts and cultural references:

Topic areas which are socially relevant (motifs, topics and formal aspects of texts).

Media:

Mass media (kinds and functions of audio-visual media).

Advertising and consumer behaviour.

Year Three (2 units/wk):

Normative accuracy:

Structures of present-day language, register, changes in language.

Oral communication:

Presentation of problem-oriented points of view.

Giving talks. Discussion.

Reading aloud and recitation.

Communication techniques (role play, non-verbal communication, job interview.)

Written communication:

Analysing, arguing, appealing, commenting.

Creative writing.

Literary texts and cultural references:

Literary genres on the basis of selected examples of contemporary literature.

Media:

Media design; making use of the media for design purposes (creating video clips, producing a school magazine, news programmes).

Sources of information (works, institutions; making use of libraries).

Didactic principles:

The main criterion for the selection of the actual course content is its positive effect on the students' ability to communicate, to co-operate and to criticise.

Such classroom set-ups and patterns of communication which are adapted to the situation motivate the students to act independently and responsibly.

Tasks which require problem-solving and take into account the students' interests and scope of experience as well as current events increase the realism of teaching and the students' motivation.

The computer can be used in a practical and motivating way in the teaching of German, for example to create material for presentations, information, school magazines and documentations of projects.

Exercises focusing on normative accuracy should orient themselves by the individual needs of the students and be a centre of interest, as different kinds of previous knowledge should be balanced and existing deficits should be reduced. The use of language games and creative activities has proved to be motivating.

The regular use of the "Österreichisches Wörterbuch" (Dictionary of the Austrian German Language) leads students towards independence and increases their understanding for language as a complex system which is continually changing.

The orientation towards cultural history makes it necessary to refer to the interrelation between literature and the socio-cultural environment, for example the fine arts, music, philosophy, psychology.

Written exams:

Years One and Two: two written exams a year (one unit each);

Year Three: two written exams (two units each).

3. ENGLISH

Educational and teaching objectives:

The teaching should ensure that the students

- are able to use listening, speaking, reading and writing skills to communicate effectively and adequately in the English language, making use of communication technology as well as knowledge acquired in other subjects,
- are able to execute simple business transactions orally and in writing, taking into account the forms of communication common in business,
- are able to use English to answer questions about Austrian conditions frequently asked by English-speaking interlocutors,
- are able to demonstrate independence and initiative in acquiring language skills and competence,
- are ready to communicate and co-operate on an international level.

Course content:

Year One (3 units/wk):

Integration of previous knowledge concerning everyday life and the students' personal environment.
Standard situations in hotels and restaurants.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Two (3 units/wk):

Basic knowledge about the various kinds of enterprises and fields of the hotel and catering business.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics.

Year Three (3 units/wk):

Topics mainly relating to Austria as a country involved in tourism. Job applications. Standard forms of hotel correspondence.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics. Specialist terminology (words and phrases).

Didactic principles:

The main criteria for the selection of the actual course content are

- its positive effect on the ability to communicate,
- its applicability in a professional context,
- its contribution to the educational aims as defined in the educational and teaching objectives.

With respect to the general educational objectives it is advisable to offer a variety of topics, text types and forms of communication and to take the students' interests into account.

Previous knowledge of the students makes it possible to use the foreign language as the medium of instruction from the very beginning. This applies to all teaching issues except for those where the contrastive consideration of languages is the actual teaching objective.

It is important that all skills are trained continually on their own as well as in an integrated way. The change between working individually, with a partner or in a group corresponds to the requirements of real life on the one hand and leads to a more varied form of teaching on the other hand. It is therefore important to create realistic situations.

Authentic materials, modern information and communication technology, appropriate extra-curricular activities, projects such as language study weeks abroad, student exchange schemes, co-operation with Austrian companies, as well as the assistance of native speakers allow teachers to illustrate the content of teaching and to motivate the students.

According to the objective of teaching and training, communicative competence has priority over cognitive competence, and comprehensibility rather than linguistic perfectionism should be promoted.

British English and American English are to be seen as equally relevant.

Co-operation with teachers of other subjects is advisable, in particular when dealing with job-related topics.

Written exams:

Years One and Two: 2 written exams a year (one unit each);

Year Three: 2 written exams a year (one or two units each).

4. HISTORY AND CULTURE

Educational and teaching objectives:

The teaching should ensure that the students

- possess historical knowledge necessary for his/her everyday life and job with special reference to Austrian history and be able to use it for political and social action;
- are able to get hold of and interpret information necessary to comprehend the present global situation as well as political, economic and cultural correlations;
- feel positive about the preservation of cultural heritage;
- are ready to participate actively in public and cultural events and accept political and social responsibility;
- feel positive about democratic principles, are prepared for intercultural contacts and peaceful conflict management.

Course content:

Year Two (3 units/wk):

Role of history (objectives, subjects, methods).

Major cultural, political, economic and social factors and powers in their historical development from prehistory to the beginning of the 20th century.

Developments after World War I:

Reorganisation of Europe.

Austria – the First Republic.

Totalitarian ideologies and systems (politics, persecution, resistance; anti-Semitism, fascism in Austria). Democracies in crisis.

International organisations.

Non-European developments.

World War II.

Society, women's politics, economy (inflation, world economic crisis, state intervention in economic systems), science, technology, culture. Travelling (beginning of modern tourism).

Developments in Austria.

Age of pluralism:

United Nations.

East-West conflict (block formation, centres of crises).

Ways towards European integration.

De-colonisation and movement of nonalignment.

Racism, alternative movements, terrorism, social conflicts. North-South conflict.

Society, economy (social partnership; growth of economy and ecology, science, technology).

Modern trends in tourism.

Culture as a factor of economy.

Developments in Austria (domestic and foreign politics of the second republic, neutrality).

World in transit:

Revolutions in Eastern-European countries, collapse of the socialist states.

Neo-nationalism and multicultural society.

European integration.

Migration and its issues.

Current topics.

Didactic principles:

The main criteria for the selection of the actual course content are the degree of relevance for Austria as well as its significance for decisions of the present day.

Changes in the development of women's role in society in all historic periods have to be given special consideration.

The term culture always includes arts.

Subjects suitable for cross-periodical and/or problem oriented teaching prove to be particularly motivating and are increasing students' comprehension.

5. BIOLOGY AND ECOLOGY

Educational and teaching objectives:

The teaching should ensure that the students

- gain insight into the relationships between biological processes and understand the world as an integrated system;
- recognise all life as worthy of protection and develop an understanding and sense of responsibility for the environment;
- have a positive outlook on nature and be prepared for active involvement in environmental protection;
- make rational decisions in answer to environmental and economic questions;
- be able to assess the effects of disturbances in the ecological balance;
- assume responsibility for their own health and the health of others.

Course content:

Year Three (2 units/wk):

General biology :

Biological structures and functions. Micro-organisms.

Somatology:

Anatomy and physiology of human organs; human development, sexuality, sexual hygiene and family planning; ontogeny of the child.

Health Care:

Physical awareness and physical hygiene; mental hygiene. Endangering of people through environmental factors; addiction and dependency problems. Prevention and fight against infectious diseases. Precautionary medicine.

Ergonomics.

First Aid and health training.

Ecology:

Basic concepts; cycles; ecological equilibrium and regulation within the ecosystem; interaction of biotic and abiotic factors; ecosphere (soil, water, air and their relationship); conservation and environmental protection. Topics from ecology and tourism, ecology and economics, special aspects of human ecology (use and properties of building materials, climate, town ecology).

Didactic Principles:

The main criteria for the selection of the actual course content include the contribution to personality development, especially in the field of political awareness and responsibility, as well as the awareness of difficulties, integrated

thinking and the ability to make decisions and take action in biological and ecological areas. In this respect it is recommended to integrate of subject-matter of various different biological-ecological areas.

Intimate and ethical questions must be dealt with carefully.

Problem-orientated ways of dealing with tasks not only gives the student more of an idea about working life, but also increases the motivation of the student.

Working and teaching methods such as group and project work, role-plays, case studies, presentations promote communication, co-operation and innovation skills as well as creativity.

6. TOURIST GEOGRAPHY

Educational and teaching objectives:

The teaching should ensure that the students

- develop and use topographical knowledge as well as regional and global concepts of space relevant for their occupation and everyday life;
- get hold of, analyse and describe the information essential for the examination and evaluation of tourist areas;
- understand the importance of natural and cultivated landscape for tourism;
- develop knowledge on economic geography;
- are able to explain the social, economic and ecological interaction between touristic demand and supply in typical tourist regions;
- know about the limitations of social and regional resources in tourist regions and analyse the conflicts of exploitation and distribution;
- are able to explain the importance of environmental planning to ensure the quality of life in tourist areas;
- are able to provide correct and helpful information when organising and undertaking travels to the most important tourist destinations in Austria, Europe and the rest of the world;
- are ready to work responsibly on the shaping and preservation of their environment (“Lebensraum”);

Course content:

Year Three (units/wk):

Orientation on earth.
Cultural continents.

Natural factors:

Climatic zones on earth, interaction of ecological systems and the trading people, climate and weather.

Austria :

Nature and human geography and its patterns.

Austria's position in European tourism; influence of tourism on the economy (country and region).

Tourist areas (natural and cultural factors of attractivity, transit routes, structural changes, main data of tourism).

Holiday destinations inside and outside Europe:

Main data (size, inhabitants, time zones, currencies, travel information). Natural and cultivated landscapes, areas of tourism. Social, political and economic development (reasons, interaction with tourism), natural and cultural factors of attraction for tourism, national and international transit routes, means of transport used in tourism.

Didactic principles:

The main criteria for the selection of the actual course content are

- applicability in a professional context,
- contribution to an awareness raising process as far as economic structures and processes are concerned,
- reference to Austria and Europe,
- topicality.

Global and integrated insight and understanding of geographic spaces of different sizes will be fostered by case studies.

Teaching set-ups that generate student activity, such as simulations, role play and the use of subject-relevant software will enhance learner motivation.

7. TOURISM AND MARKETING

Educational and teaching objectives:

The teaching should ensure that the students

- understand the cultural, social and economic importance of tourism and take human as well as ecological aspects into consideration when making economic decisions,
- are familiar with the businesses and organisations of the tourism and leisure industries on a local, regional and national level as well as with their international connections,
- know the function of marketing and its tasks and objectives in businesses and organisations of the tourist industry.

Course content:

Year Two (2 units/wk):

Tourism:

Concept; system, development, motives; types and forms, statistics. Requirements (nature, culture, infrastructure and suprastructure in tourism). Cultural, social, economic and political importance. Legal foundations for tourism in Austria.

Businesses, institutions and facilities of the tourism and leisure industries (tasks and aims; co-operation).

Travel agency and traffic:

Structures. Services offered. Co-operation with hotels.

Year Three (2 units/wk):

Marketing of enterprises and organisations in the tourist business:

Objectives, system, instruments.

Market research:

Forms, bodies, content; evaluation of results; market segmentation, target group policy.

Marketing instruments:

Designing and adapting offers; pricing policy; sales methods.

Communication policy:

Public relations; sales promotion; advertising (psychological basis; advertising media in tourism).

Co-operation of the bodies involved in tourism marketing.

Job profiles in marketing.

Territorial organisations of tourism (tasks, management).

Didactic principles:

The main criterion for the selection of the actual course content is its applicability in a professional context. Therefore the use of authentic documents and co-operation with local and regional institutions involved in tourism are of great importance.

To ensure that previous knowledge is available in good time, consultation with the teachers of the compulsory subjects “Business Administration, Economics & Catering Administration” and “Practical Work” is important.

8. BUSINESS ADMINISTRATION, ECONOMICS & CATERING ADMINISTRATION

Educational and teaching objectives:

The teaching should ensure that the students

- understand basic economic relationships and are able to assess their consequences on society;

- understand the legal framework, the structure, performance factors and production areas of firms, business affairs including the relationships of the firms abroad;
- are aware of the types and problems of the personnel structure and the work flow of businesses in the hotel and catering trade;
- know about functions which are important for the management of legal regulations, as well as the principles of business management and management of employees in particular with regard to investment and financial decisions;
- critically observe problems of business studies and are able to offer possible solutions;
- are able to formulate documents about economic life;
- are aware of the value of professional work and the responsibility of the economist.

Course content:

Year One (2 units/wk):

Businesses in the hotel and catering trade:

Distinction based on performance within in the company, location, opening hours, legal relations, relief organisation, structure of personnel, payments, spatial organisation, equipping of individual departments (classification, minimum equipment).

Personnel:

Rights and duties of employees

Correspondence (letter of application, CV, contract of employment, letter of resignation, reference from employer)

Year Two (2 units/wk):

Bill of sale:

Legal basis, components, form, practice; completion (initiation, business deal, delivery, payment). Breach of agreement (delivery of faulty goods; delivery, acceptance and payment in arrears); correspondence related to bill of sale; consumer protection.

External relations of businesses in the tourist industry:

Performance of suppliers, financial institutions and insurance, professional associations and authorities.

Accommodation department:

Tasks at work and work flows. Austrian hotel contract requirements; visitors books; registration law and tourism statistics decree; protection against fire; insurance cover.

Catering department:

Work tasks and work flows; checks and balance systems; organisation of kitchens. Organisation of stocks and bookkeeping of stocks; contract of deposit.

Year Three (2 units/wk):

Basics of Economy:

Needs, demands, market. Economic cycles (business - household - state). Economic sectors. The labour market.

Austria's economic structure:

Structure of business and employment. Changes and developments.

Business:

Foundation of firm, legal framework, factors influencing legal framework.

Types of business, areas of production within the company, choice of location.

Potential Output:

Production of goods and services, production factors, profitability, productivity.

Sales:

Business marketing.

Financing and Investment:

Types of financing, financial principles and flaws, investment planning and investment decision-making, promotion of investment, economic preview (profitability and liquidity).

Management:

Principles, decision-making process and rules of decision-making, objectives, planning, organisational structure and work flow, checks, management of employees, humanisation of working world.

Didactic principles:

The main criteria for the selection of the actual course content include the applicability in the context of Austrian firms, in particular in the tourist sector, as well as the regional relevance and topicality.

Context-specific business correspondence is an integral part of every business administration topic.

The lesson is based on skills and knowledge gained in other compulsory subjects and provides, in return, the necessary requirements for other subject areas. Consultations with the teachers responsible are of great importance, so too is the avoidance of back tracking.

When developing theoretical concepts and an integrated view of business patterns, the teaching will have to depart from authentic materials and situations (case studies) and pay particular reference to cases covered by the mass media.

The practically oriented educational and teaching objectives ask for methods and strategies which truly generate student interaction and include the use of authentic materials of support and reference (forms, calculators, audio-visual aid, data processing equipment etc.).

Correctness in both the written and spoken language as well as professional behaviour in the lessons and communication are of the utmost importance when trying to meet the expectations of any profession.

12. ACCOUNTING

Educational and teaching objectives:

The teaching should ensure that the students

- know about accountancy within a company;
- keep suitable records, in the form of receipts, in accordance with income and expenditure and double entry bookkeeping, in particular for trade and tourism, and also keep a record of sales tax;
- are informed about basic problems of drawing up annual accounts;
- are able to use knowledge of cost accounting in calculation;
- are able to use economic calculation processes including calculation of relevant taxes as well as personnel accounting;
- solve bookkeeping problems with the help of standard programmes, are able to present the results.

Course content.

Year One (3 units/wk):

Record of business cases:

Redemption of goods and production and payment transactions in businesses of hotel and catering trade as well as travel agents with particular consideration for basic records (book of receipts for goods and cash book) .

Records of income in tourist industry:

types of income, registration of income, records of payments, checks, hotel vouchers, credit cards and accounting of outgoing goods. Records of foreign currency income.

Tax and contributions in the tourist industry.

Records of proceeds in tourist industry:

types of proceeds, records of proceeds, provisions for personnel, own consumption.

Personnel Accounting:

Deductions from current earnings, deductions from additional payments, surcharges, expense allowance, special payment, record of wages, deduction of worker's tax, special cases.

Exceptional qualities of personnel accounting in businesses in the hotel and catering trade.

Organisation.

Help records and supplementary books in businesses of hotel and catering trade.

Year Two (3 units/wk):

Bookkeeping of businesses in the hotel and catering trade as well as in the context of travel agencies with special reference to brokerage.

Booking of income in the hotel and catering trade:

Forms of income, recording of income, booking of payments, cheques, vouchers, credit cards and outgoing invoices. calculation of values and currencies.

Taxation in the hotel and catering trade.

Personnel Accounting:

Deductions from current earnings, deductions from additional payments, surcharges, expense allowance, special payment, record of wages, deduction of worker's tax, special cases.

Exceptional qualities of personnel accounting in businesses in the hotel and catering trade.

Organisation:

Organisation of bookkeeping within small or medium sized businesses (especially with introduction of EDP)
Collaboration with tax adviser.

Computer supported accounting (1 unit/wk):

Use of EDP in bookkeeping (initiation, records of business cases, management of credits and debits, management of stocks, invoices, investment accounting, monthly settlements and annual accounts with receipts, evaluation).

Year Three (3 units/wk):

Basic annual accounts:

Valuation of materials and goods;

Depreciation of investment;

Separation of accounts;

Reserves;

Valuation of claims;

Success analysis of private companies.

Cost Accounting:

Proceeds accounting and cost accounting, in particular partial cost accounting and calculation, goods controls.

Income and expenditure:

Legal requirements, current records, analysis of success.

Taxes:

Division, tax inquiries (tax return, audit) tax payment (correspondence, deadlines), tax investment advantage.

Organisation:

Organisation of bookkeeping within small or medium sized businesses (especially with introduction of EDP)
Collaboration with tax adviser.

Computer supported accounting (1 unit/wk):

Use of EDP in bookkeeping (initiation, records of business cases, management of credits and debits, management of stocks, invoices, investment accounting, monthly settlements and annual accounts with receipts, evaluation).

Didactic principles:

The main criteria for the selection of the actual course content include the applicability in professional practice and the contribution to integrated thinking. This requires practical examples and an organisation of work which matches the standards in a company or firm (interdisciplinary ways of looking at a problem, group work, use of practical aid). Understanding the necessity of keeping financial records about events within the company, the correctness of students records and formulations is of the utmost importance.

Independent work, rash and rational evidence and the correct interpretation of screen images and computer terminology are the most essential aspects of practical work in order to meet the expectations of any business or firm.

A basic understanding of payment in Year One as well as the domination of commercial calculation processes and appropriate aid (calculators, reference tables etc.) can be achieved and developed through problem-orientated exercises. Plausibility checks are of particular importance for calculation results.

Tests:

Years One to Three: 2 one-hour tests.

11. COMPUTER SCIENCE

Educational and teaching objectives:

The teaching should ensure that the students

- know the structure, functions and application possibilities of electronic processing systems;
- are able to operate the equipment;
- are able to select and set up standard software in order to solve problems in professional life;
- are able to obtain and pass on information by electronic means;
- are aware of the effects of the introduction of electronic data processing on the employees, the firm, culture and society and are also able to comment on this.

Course content:

Year One(1 unit/wk):

Data processing systems:

Structure, function, combination of components. Operating system. Operation.

Standard software:

Calculation tables, graphs

Consequences of data processing:

Individual, society

Data security, data protection, protection of copyright.

Didactic principles:

The main criterion for the selection of the actual course content is the applicability in professional life. Various social forms as well as practical examples and assessment of performance are a methodical contribution to the relevance of business information technology. At the same time interdisciplinary competence in the fields of discussion, communication and teamwork will be achieved.

In order to meet the standards expected at work the students must work independently with the software, whereby instructions of use from handbooks and other documentation are of particular importance.

The motivation of the student will be increased and their memory load minimised, when lessons based on theory are followed by periods of practical work. Ways of looking at problems will be dealt with effectively by working together with teachers of other subjects taking into consideration what progress has already been made as well as the experience of the student.

The teacher will decide what the focus of each lesson will be, bearing in mind the capabilities and progress of the students as well as the hardware and software available.

Tests: 2 one hour tests.

11. WORD PROCESSING

Educational and teaching objectives:

The teaching should ensure that the students

- achieve a minimum typing capacity of about 200 gross-strokes per minute using the touch system on the keyboard, including the extra-digit keyboard,
- are able to independently draw up and design documents and texts from various professional as well as personal fields which are accurate from a formal and a linguistic point of view, making use of all common methods of application,
- know the principles of text design according to ÖNORM and are able to apply them,
- master audio typing skilfully,
- master a word processing programme usual for the market with all possibilities of design and rationalisation and are able to link it with data from other software,
- acquire basic knowledge about the functions of one software to be able to design master copies ready for print,
- are able to make use of the current type of office technology and means of office communication, including the use of the world wide web to access information,
- are able to apply organisational knowledge necessary for office practice,
- are able to manage personal data, to organise dates and appointments,
- are able to apply specialist standard software with the aid of help functions after a short settling-in period.

Course content:

Year One:

Touch-typing of all the characters of the keyboard. Achieving a writing skill of about 130 gross-strokes per minute.

Functions of a word processing programme.

Fundamentals of text design and layout. Principles of text production according to ÖNORM. Simple documents from the professional and personal fields.

Introduction into audio typing.

Office management: handling the post, telephone, fax.

Year Two:

Extended functions of the word processing programme allowing the user to design documents efficiently.

Serial letters.

Optional adaptation of the user/system interface.

Design of demanding internal and external correspondence (e.g. contract of sale, correspondence with authorities) based on dictations and sound carriers.

Introduction into independent text production.

Fundamentals of typography and layout.

Possibilities to transfer and access data on an internal, regional and world wide level; use of a world wide web (E-mail, accessing information); news groups.

Achieving a writing skill of about 170 gross-strokes per minute.

Office management:

Basics and facilities of modern telecommunication.

Year Three:

Design of difficult documents and case studies based on professional reality.
Designing and drawing up comprehensive documents efficiently, including all relevant elements such as table of contents, footnotes, quotations and index, making use of modern working techniques.
Drawing up internal and external documents independently.

Linking the word processing programme with other programmes (spreadsheets, databases etc.).

Basic knowledge of one software used to design master copies ready for print.
Incorporating and linking graphs and pictures, processing them.

Direct mail making use of a database with conditions and selection criteria.

Achieving a typing skill of about 200 gross-strokes per minute.

Office management:

Administration of dates, appointments and address files. Working with the electronic appointments book.
Directions of development in the areas of office technology and communication.

Didactic principles:

The main criterion for the selection of the actual course content and the practice texts is their professional relevance. Among other things, this requires the student to

- be made familiar with the keyboard and the peripherals (mouse, scanner),
- be encouraged to use the extra ten-digit keyboard when entering numbers on a computer,
- have access to current standard software (if necessary, versions designed for demonstration purposes).

The numbers of gross-strokes mentioned have to be considered as guide numbers. Greater attention has to be paid to the careful drawing up of documents.

Tasks which require the use of different types of standard software in order to solve various kinds of problems independently are particularly useful.

Consultation with the teachers of the compulsory subjects “German”, “English”, “Business Administration, Economics & Catering Administration” and “Accounting” is important, in particular because they can provide concepts for the documents that have to be drawn up. Consultation with the teacher of the compulsory subject “Computer Science” ensures that basic knowledge is acquired in time and avoids doubling content.

Written exams:

Years One to Three: two written exams a year (one unit each; if necessary, two units each in Year Three.)

12. CIVICS

Educational and teaching objectives:

The teaching should ensure that the students

- acquire the knowledge necessary to understand political and social life and enabling them to make use of their rights and duties as citizens,
- are able to analyse the current political and social situation and occurrences, and to judge them critically,
- are familiar with the laws which are of importance for their private and professional lives and are informed about ways in which rights can be pushed through,
- know about development tendencies in today’s society,
- approve of the principles of the Austrian Federal Constitution,
- respect other people and cultures and aim at solving conflicts,
- are willing to take part in public and cultural life and to accept political and social responsibility.

Course content:

Year Three (3 units/wk):

The State:

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

International law:

International relationships and organisations; peacekeeping.

The Austrian Federal Constitution:

Guiding principles (democratic, republican, federal and constitutional principle; neutrality, comprehensive national defence, environmental protection, human rights). Legislation of the Federal Government and of the Länder, administration (structure, self-governing bodies).

Development of a political mind:

Political parties, representative bodies, media.

Judicial system:

Kinds of law, interpretation, access to law.

Jurisdiction (levels, court procedure and legal proceedings).

Control of state authority (highest courts, public counsel, audit office).

Private law:

Personal law, family law, law of succession, property law, law of obligations; law of contract, indemnity law, consumer protection law.

Industrial law and social legislation:

Individual and collective industrial law; social security.

Commercial law:

Trader, Registrar of Companies, business transactions, contract of sale signed by two entrepreneurs, company types.

Trade law:

Trade regulations, trade division, trade within the tourist industry; starting and practising a trade.

Basic features of criminal law.

Didactic principles:

The main criteria for the selection of the actual course content are the extent to which it contributes to the understanding for problems of public life and for complex connections in economy and law, as well as topicality.

According to the task-based approach towards the educational and teaching objectives it is advisable to choose authentic legal and professional issues as starting points. Activities such as the discussion of law cases, the drafting of simple statements, the discussion of relevant reports in the media as well as the solution of case studies in individual and pair work motivate the students and make them participate.

In the field of political education it is recommended to deal with current topics (also from within the students' immediate scope of experience).

13. NUTRITION

Educational and teaching objectives:

The teaching should ensure that the students

- realise the importance of proper nutrition for maintaining health and energy;
- understand the role of a healthy mode of living in avoiding lifestyle-related ailments;
- know the elements of nutrition, standard foods and stimulants, balanced nutrition and popular diets;

- plan meals and choose foodstuffs in a responsible manner with regard to both the national economy and the environment.

Course content:

Year One (2 units/wk):

Nutrition and health:

Eating patterns.

Functions and element of food.

Digestion and metabolism; enzymes.

Acidity and alkalinity.

Energy and nutrient requirements:

Basal metabolism, burning up calories, total energy requirements. Weight charts. Working with calorie and nutrient charts.

Types, composition, nutritional and economic significance of

- carbohydrates,
- fat,
- proteins,
- vitamins and food rich in minerals,
- spices and stimulants.

Handling food:

Food hygiene, altering the quality of food through technology and preparation, toxicology. Alternative ways of growing food. Preservation methods. Legal requirements.

Diets:

Diets rated according to age, occupation and mode of living. Large-scale cooking (types, significance, problems).

Dieting (importance, balancing a diet, dietetic treatment of common metabolism-related illnesses).

Eating patterns:

Consequences of overeating and unbalanced eating habits. Current nutritional theories.

Didactical principles:

The main criterion for the selection of the actual course content is its applicability in everyday kitchen practice.

Market observation and special publications are essential to guarantee a practical approach in teaching the subject in accordance with the educational and teaching objectives.

Co-ordination with and consultation of instructors teaching "Cooking and Catering Organisation" will be necessary to avoid overlaps.

Practical teaching aids should help illustrate and understand complex theoretical backgrounds.

14. COOKING AND CATERING ORGANISATION

Educational and teaching objectives:

The teaching should ensure that the students

- are able to prepare dishes of national and international origin, applying their knowledge of nutritional science as well as observing the requirements of food hygiene, ergonomics, ecology and cost efficiency;
- are able to handle all utilities, appliances and utensils needed for that purpose in an efficient and safe manner;
- are able to buy and store food items, stimulants, flavourings and other kitchen supplies under the correct conditions and maintain accurate computerised records;
- know all relevant terms;
- realise the importance of cleanliness and orderliness, a well-groomed appearance and good manners;
- take on responsibility as a team member in the catering trade.

Course content:

Year One (4 units/wk):

Kitchen organisation:

Types of kitchens, the role of the cook; kitchen helpers.

Buying, receiving and storing food items. Figuring out cost of materials.

Kitchen technology:

Furnishings and fittings, appliances, equipment and utensils (usage, maintenance, inspection).

Ergonomics.

Food hygiene – legal requirements, maintaining a safe and secure working environment, fire regulations.

Food preparation and cooking:

Slicing, dicing, cubing; dressing, preparing, decorating. Cooking methods. Simple dishes (hot and cold starters, soups, cold sweet soups, hot and cold basic sauces, vegetable preparation, side dishes, egg dishes, basic dough products and pastry dishes, fruit preparation, simple hot and cold desserts).

Year Two (3 units/wk):

Kitchen organisation:

Product range; purchasing, storing, handling food deliveries; keeping records, usage of food items.

Quantity and price estimates.

Guidelines for menu planning; menus.

Food preservation techniques.

Food preparation:

Hot and cold sauce variations, hot and cold starters; breakfast buffets; handling and preparing raw meat, offals, poultry, game; fresh water and ocean fish; crustaceans; vegetable accompaniments: salads, dressings, marinades; preparing cheese; ice cream and sherbet variations; hot and cold desserts.

Year Three (3 units/wk):

Kitchen organisation:

EDP-assisted kitchen organisation; kitchen systems, catering. Types of menus, planning balanced menus.

Food preparation:

Menus consisting of several courses; banquet menus; canteen cooking; à-la-carte dishes, hot and cold buffets, natural foods and wholefoods; special diets.

Didactical principles:

The main criteria for the selection of the actual course content are the applicability to the future professional field of the students and the contribution to a greater degree of independence as well as character formation. For that reason it is recommended to

- hold short briefings, followed by thorough practical instruction and practice units,
- simulate professional requirements as far as possible (maintaining a safe and secure working environment (machines, appliances, utensils, health and safety regulations, appropriate clothing, working techniques),
- teach the application of professional software,
- maintain effective working relationships within kitchen teams in restaurant and canteen,
- organise catering for school members and outside visitors as long as aspects of pedagogy retain priority.

Work analysis, time management, rational work flow and analysing the results of the students' practical work should be an essential element of all theoretical lecturing.

Co-ordination with and consultation of instructors teaching "Business Administration, Economics and Catering Administration", "Nutrition", "Restaurant Catering" and "Practical Work" will be necessary to avoid overlaps and to pre-teach certain areas of the syllabus.

Particular attention should be paid to the preparation and follow-up evaluation of the students' practical training

15. BEVERAGES

Educational and teaching objectives:

The teaching should ensure that the students

- are familiar with the origin, the composition and the proper maintenance of beverages as well as the legal regulations connected with beverage service;
- are able to efficiently buy, store and sell beverages;
- are able to advise guests in choosing beverages.

Course content:

Year One (1 unit/wk):

Non-alcoholic beverages:

Water, mineral water, fruit juices, soft drinks, milk – based drinks, coffee, tea, cocoa.

Alcoholic beverages:

Types of alcohol. Beer - making and maintaining beers. Austrian wines (wine-growing regions, grape qualities, wine production and handling wine, wine legislation).

The dangers of alcohol abuse.

Serving methods:

Weights and measures, related legislation. Post and pre-mix appliances. Electronic bar dispensers.

Year Two (1 unit/wk):

Alcoholic beverages:

International wines (wine growing areas, quality standards); dessert wines, flavoured wines, ciders, sparkling wines, champagnes, brandies and liqueurs.

Didactic principles:

The main criterion for the selection of the actual course content is its applicability in a professional context. The students should be able to apply their knowledge in dialogue simulations within the teaching programme of “Restaurant”. There is no need for detailed knowledge in production methods.

It is strongly recommended to explore and maintain contacts with real-life professional partners in order to realise the teaching objective of professional relevance.

16. RESTAURANT CATERING

Educational and teaching objectives:

The teaching should ensure that the students

- are able to serve food and drinks and to assist guests in their choice of meals and beverages;
- are able to efficiently plan, organise and carry out work at a restaurant according to ergonomical, technological and administrative criteria;
- develop awareness for the importance of maintaining cleanliness and orderliness, being well-groomed, having good manners and putting service first.

Course content:

Year One (3 units/wk):

Job profile and performance criteria for wait staff. Personal hygiene, maintaining a safe and secure working environment, proper behaviour, table manners.

Restaurant furnishings and supplies:
Selection; handling and efficient maintenance.

Service:

Methods and systems; table items in food service areas. Mise en place (restaurant, bar, office). Special skills (carrying dishes, basic and extended place settings, serving procedures and communication from arrival to departure of guest; basic breakfast service, providing basic drink services).

Year Two (3 units/wk):

Assisting guests:

Setting up breakfast and food menus; beverage lists.

Eating and drinking habits of Austrian and foreign customers; menus; setting up menus and beverage lists for various occasions.

Billing:

Order slip system, EDP assisted account verification.

Service:

Meals and specials of the day; efficient work flow. Special skills (serving different kinds of breakfast, room service, café service, advanced beverage service, serving extended courses with corresponding beverages including recommendations).

Serving national and international specialities (special soups, vegetables, patés, crustaceans, seafood, fish specialities).

Year Three (2 units/wk):

Bar:

Types, equipment and utensils, bar drinks, cocktail recipes. Calculation, account verification.

Catering events:

Table d'hôte service, à-la-carte service, banquet service, types of buffets, parties and catering. Organisation and work flow (serving methods and serving systems; working in front of the customer).

Billing:

Receiving customer's payment, EDP assisted processing of payment.

Special skills:

Preparing and finishing dishes in front of the customer (marinating, filleting, carving, flaming), preparing and serving mixed drinks.

Didactic principles:

The main criterion for the selection of material is its relevance in real-life everyday catering.

Teaching will build upon the students' prior knowledge of the subject-matter gained in the subjects "Business Administration, Economics and Catering Administration", "Beverages" and "Cooking and Catering Organisation".

The students can only learn all skills required by the curriculum if they practice in all areas of serving food and drinks – table, restaurant and bar.

Practical work experience through employment at real-life catering events should be facilitated, since it is there that students are trained to integrate themselves into the work flow of authentic professional practice.

17. PRACTICAL WORK

Educational and teaching objectives:

Practical work experience should ensure that the students

- carry the practical and organisational responsibility for the work in the reception, hotel and catering departments as well as the administration in subsidiary business of hotels;
- recognise business procedures, take over responsibility, and work both independently and in a team.

Course content:

Year One (3 weekly lessons):

Year Two (3 weekly lessons):

Year Three (2 weekly lessons):

Exercises pertaining to the subject matter of the following compulsory core subjects: "Tourism and Marketing", "Business Administration, Economics and Catering Administration", "Accounting", "Computer Science", "Word Processing", "Nutrition", "Cooking and Catering Organisation", "Beverages", "Restaurant Catering" and in accordance with the respective subjects, training in the usage of the most relevant EDP software.

Didactic principles:

In order to ensure the most possible practical experience the school administration and the teachers shall carry the responsibility for the organisation and planning of the business lessons. For his part the student shall be responsible for understanding the situation and adjusting himself accordingly.

The main criterion for the choice of subject matter is the pedagogical goal, whereby the necessary administration of the school hotel must be taken into consideration. For this reason detailed conferences and continual instructions are of great importance.

Furthermore, it is important that the students shall be instructed and continually advised in the use of machines and tools and the respective measures taken to ensure safety on the job site. Importance shall be placed on the humanisation of the working place.

Due to lawfully made agreements it is also possible for the practical business experience to take place in approved businesses off school premises.

18. PHYSICAL EDUCATION AND ANIMATION

Based on the regulations in the national curriculum for physical education (National Law Nr 37/1989) the curriculum shall be extended to cover the area of animation:

Educational and teaching objectives:

Planning, organising and executing of target specific leisure time activities while taking regional possibilities into consideration.

Didactic principles:

Practical and methodical exercises shall be executed.

The theoretical basics of animation shall be transferred into practice across the curriculum.

The principal of effective teaching shall be fulfilled through the variety of organisational forms and teaching methods, using all the possibilities presented in class teaching, age group teaching or cross-scholastic teaching, i.e. in groups of chosen sports. The teacher shall elaborate on the field of animation.

Educational emphasis:

SECOND MODERN FOREIGN LANGUAGE

Educational and teaching objectives:

The teaching should ensure that the students

- are able to understand simple information from the private and professional fields heard and read in the target language,
- are able to apply the target language actively in everyday and professional situations, orally and in writing, also making use of knowledge acquired in other compulsory subjects,
- are familiar with the political, economic, ecological, social and cultural realities of the countries where the target language is spoken, as far as this is relevant for communication in everyday and professional life,
- are able to use the target language to answer common questions about Austrian conditions and to draw a comparison with the society of the target language,
- are able to use aids for language transfer skilfully.

Course content:

Year One (3 units/wk):

Communication topics:

Simple everyday and professional situations.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Two (3 units/wk):

Communication topics:

Facts taken from life within society as well as from the professional environment.

Topics of current interest.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics.

Year Three (2 units/wk):

Communication topics:

Tourism including the execution of standard transactions.

Political, economic, ecological, social and cultural topics specific to Austria. The world of employment.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics.

Specialist terminology (words and phrases).

Didactic principles:

The main criteria for the selection of the actual course content are

- the extent to which it contributes to the students' communicative competence, first of all regarding the listening and speaking skills, secondly the reading and writing skills,
- its applicability in a professional context,
- the extent to which it allows to teach tolerance and co-operation.

The educational and teaching objectives demand that the students master a number of skills. Intensive practice allows them to learn each of these skills independently, but also in an integrated way. Therefore the use of the target language is of great importance, even with beginners.

Listening and reading comprehension exercises should focus on understanding gist as well as detail.

If used with caution, the presentation of language structures and indications of similarities and differences between the target language and German or other languages can support the mastering of communicative skills.

The change between working individually, with a partner or in a group makes the lessons more varied and increases the students' listening and speaking skills. In this context role play is of particular importance in simulations of authentic situations.

The teaching results will be improved by illustrating the subject matter and motivating the students. This can be achieved through

- using authentic materials, including audio-visual media, from the first year,
- teaching projects,
- the integration of assistants and guests from the language area in question,
- correspondence individually and in groups,
- language study weeks abroad, student exchange schemes and work placements abroad.

There should be consultation with the teachers of the compulsory subjects “German”, “English”, and “Word Processing” in order to use the same terminology for linguistic categories. Co-operation with teachers of other subjects is advisable, in particular when dealing with job-related topics.

Written exams:

Years One and Two: 2 written exams a year (one unit each);

Year Three: 2 written exams (one or two units each).

Educational emphasis:

CATERING

Educational and teaching objectives:

The teaching should ensure that the students acquire routine in planning, preparing and cooking popular dishes and courses individually or in teamwork, offering them to customers together with the corresponding beverages and serving them in an appropriate manner.

Course content:

Year One (3 units/wk):

Food preparation and service:

Basic skills. Preparation of basic set meals under teacher supervision.

Organisation:

Quantity estimates and order forms.

Year Two (3 units/wk):

Food preparation and service:

Menu planning. The selling and service of food and drink.

Organisation:

Work flow in kitchen and service.

EDP assisted calculation of quantity and price.

Year Three (2 units/wk):

Preparation and service:

Unsupervised food preparation and cooking. Maintaining beverages and preparing bar drinks.

Working in front of the customer.

Organisation:

EDP assisted controlling.

Project:

Event planning and entertaining.

Didactic principles:

See "Cooking and Catering Organisation" and "Restaurant".

Since the teaching in "Catering" aims at expanding and deepening the knowledge and skills acquired in these two subjects, repeated consultation with the teachers is of particular importance.

On the basis of all relevant legal aspects, it is possible to choose outside locations as a teaching site.

Educational Emphasis

SPORT

The teaching should ensure that the students

- acquire the necessary skills and knowledge which enable them to encourage others to do sports, to demonstrate physical exercises and to facilitate practice of sport;
- to acquire the necessary physical qualifications to practice the respective sports through improvement of his own personal motoric capacities;
- understand the aspects of health and leisure time activities and recognise the importance of physical fitness

Course content:

Year One (3 weekly lessons):

Year Two (3 weekly lessons):

Year Three (2 weekly lessons):

Selected areas from among the course content of the compulsory core subject "Physical Education and Animation" with an emphasis on an in depth education and training.

Didactic principles:

Based on the regulations in the national curriculum for physical education (National Law Nr 37/1989) the lesson material shall be chosen so as to fulfil the objectives stated in the educational and teaching tasks.

In addition to the sports offered to all students each individual student shall choose an athletic emphasis which is in accordance with his own personal interests and talents.

In determining the athletic emphasis offered in a school, the school organisational possibilities shall be taken into consideration concerning which sports may be taught on a broad basis, in which variety and in which depth. In addition to the athletic emphasis, the student shall also be taught in other sporting activities depending on the season and the regional possibilities.

The student shall be made aware of the importance of sports as far as health and leisure time activities are concerned, not only in the physical education lessons but also in cross curricular teaching especially in those subjects dealing with tourism in the broadest sense. Importance shall be placed on the cross curricular teaching of nutritional science.

For those types of sports which are not stated in the national curriculum for physical education but which should be offered due to the regional possibilities or based on the interests of the students and which can be offered based on the qualifications of the teachers, a course shall be drawn up and put before the State Board of Education for approval.

School autonomous compulsory subjects

In the area of school autonomous compulsory subjects, compulsory core subjects may be taught in depth and lessons extended and / or as seminars

The following varieties are possible:

1. by extending the number of weekly lessons of one or two compulsory core subjects by a maximum of two weekly lessons in those forms in which the subjects are taught OR

2. one or two seminars may be taught in each form with a maximum of two weekly lessons OR
3. one seminar with one weekly lesson and a compulsory core subject extended by one weekly lesson per form.

COMPULSORY SUBJECTS WITH EXTENDED LESSON HOURS

Educational and teaching objectives:

The teaching should ensure that the students acquire in depth and /or extended knowledge in the respective compulsory core subject.

Didactic principles:

Compulsory core subjects with extended hours may be offered in the following manner:

1. by extending the number of weekly lessons in those forms in which the compulsory core subject is taught and / or
2. by continuation of the compulsory core subject in one or more of the following years in which the compulsory core subject is no longer taught.

Additional educational and teaching tasks, lesson plans and didactic principles may be established for compulsory subjects with extended lesson hours. If a compulsory subject is increased according to 2), then such additional tasks are necessary.

Should additions in the educational and teaching tasks, in the lesson plans or in the didactic principals be necessary, they shall be made in careful accordance with the regulations of the respective compulsory subject. It shall be carefully observed that in the lesson plans of the individual forms there are no overlaps in relation to the other compulsory core subjects.

The evaluation of a students' work in a compulsory core subject with extended hours shall be unified with that of the compulsory core subject itself.

SEMINARS

Educational and teaching objectives:

Through seminars which are in accordance with the general educational objectives of the College, the student shall -- in addition to the attitudes, knowledge and skills acquired in the core subjects and the main vocational training,-- develop his creative and communicative potential in cultural, ecological, economic and social competences and behaviour, especially in those areas which are of major importance for his professional and private life and which can be directly taken to account after completing his school education.

Course content:

The content of the seminars should include areas which can not be covered in in-depth or detailed teaching of the core subjects already listed in the core curriculum.

Foreign language seminars:

The lesson plans of an additional modern foreign language should be analogous to those plans for modern foreign language teaching in the core curriculum.

General education seminars:

The contents of these seminars should deepen the knowledge in general educational fields, whereby professional aspects should be included.

Vocational seminars:

The contents of these seminars should deepen the theoretical vocational training, whereby great emphasis should be placed on application skills.

Practical seminars:

The contents of these seminars should be in direct relation to theoretical vocational training.

Didactic principles:

Within the given framework of the syllabus, and subject to the personnel, objective and financial resources, the school shall decide on those seminars which offer the student the best possible additional educational contents which can not be fulfilled in the mandatory core curriculum subjects. According to the given educational and teaching tasks, close attention shall be paid to the fact that the contents of these seminars extend beyond exclusively cognitive aspects.

The chosen seminar must be defined in its educational and teaching tasks, in contents and in didactic principles within the framework of pedagogical autonomy, whereby, formally, the basis is the structure given in the description of the mandatory core curriculum subjects. In order to make the seminar clear to parents and teachers, a subject name should be chosen which includes the concrete contents of the seminar.

The choice of a seminar within the framework of autonomous mandatory core curriculum subjects can be varied: a seminar can be limited to one academic year or may be extended over a number of years; fluctuation of seminars for the following forms can be made quickly, a seminar can also be taught to the succeeding forms over the years.

Especially in the seminars by using all the pedagogical resources possible the student shall have the opportunity to learn to work independently in teams and in co-operation with his fellow students and teachers.

Wherever possible, project work is recommended.

Two written one hour exams are required in the modern foreign language seminars.

B. Compulsory Work Placement

Educational and teaching objectives:

The teaching should ensure that the students

- in addition to the knowledge and skills which are gained in the vocational training subjects, by working in the tourist industry, acquire the efficiency to practice a trade, for which they are qualified as school graduates ;
- are able to apply the skills acquired in school in the working world;
- gain detailed insight into the organisation of industries;
- acquire knowledge concerning the duties and rights of employees and the ability to check over immediate working conditions;
- behave correctly, self-confidently, efficiently and in a friendly manner towards their employers and fellow employees;
- develop a positive attitude in general toward the working world, particularly toward the immediate field of work, through the combination of his experience in vocational training in school and the work placement experience.

Time and subject frames:

As a rule, the compulsory work placement totals 12 weeks annually and is to take place in the school holidays between the first and second year and between the second and third year in the tourist industry (hotels, catering industry, spa and health resorts, travel agencies, tourist management) according to the subject matter taught in the year preceding the work placement.

In certain cases it is possible to fulfil the work placement requirement in the holidays during the academic year.

Didactic principles:

The compulsory work placement shall be performed on the basis of a precisely stated agreement between the appropriately chosen industry and the student or his parents.

The school shall offer help in choosing the appropriate industry but is however not responsible for the number of working places available.

The school should ensure that the work placement contract fulfils the relevant and necessary work and social regulations. As a rule, it shall be ensured that the contract concluded for the work placement conform with the agreements made among the social partners of the government.

The students should be encouraged by the school to draw up a report which includes information on the activities pursued during their work placement, the report is to be analysed in the appropriate subjects in the following academic year.

Before the students begin their compulsory work placement they are to be informed of their rights and responsibilities and the consequences of non-fulfilment.

At the same time, it is advisable for the school to contact the industries where the students will be working as well as the employers and the trade unions.

Work placements may be done either in Austria or abroad. In the latter case, it is the duty of the school to inform the student of the special features of working in a foreign country. The suitability of work placements abroad shall be documented accordingly.

Competent and trustworthy guidance given to the students by the head master, departmental head and teachers of the school is of particular importance for the organisation and planning of the work placement in order that the experience be valuable and encourage the student to pursue this field of work upon conclusion of his education.

C. Non-compulsory subjects and electives

a) in the area of school autonomy

Educational and teaching objectives, didactic principles:

Non-compulsory subjects and electives may either deepen the subject matter of existing compulsory subjects or impart knowledge in other areas. The name of the subject is to coincide with the respective compulsory subject in the core curriculum, in the educational emphasis or in the area of seminars. If necessary, an additional code may be added to the name in order to clarify the contents of the subject for students and their parents. In all other cases the regulations dealing with school autonomous compulsory subjects apply.

It is possible to teach the non-compulsory subjects and electives in blocks during the academic year. Depending on the area of emphasis, it may also be sensible to have students of different classes, ages or even schools attending the lessons.

b) Insofar as no school autonomous curriculum regulations apply:

Elective
INSTRUMENTAL MUSIC

Educational and teaching objectives, course content and didactic principles:

Year One to Year Three (1 unit/wk):

The choice of music studied depends on the equipment provided (i.e. Orff instruments) and accordingly the selection of music literature from the following areas: folk music (especially Austrian), modern music, „old music“ (from the Middle Ages to Baroque) original pieces and adequate literature from classic to contemporary music.

Occasional sessions with the school choir are suggested as well as participation in school events, festivities and school religious services.

Elective
CHOIR

Educational and teaching objectives, course content and didactic principles:

Year One to Year Three (1 unit/wk):

Singing of suitable choral compositions from the following areas: folk music from Austria and from foreign countries, canons, Gregorian chants, choral music from all periods arranged for several voices.

Occasional sessions with instruments and if possible, with the entire instrumental music group.

The students should be prepared to participate in school events, festivities and school religious services.

E. Remedial instruction

Educational and teaching objectives:

Remedial teaching shall enable those students who are affected or threatened by a temporary decline in performance but who are capable and willing to work, to revise and practice the covered subject matter in compulsory subjects.

Course content:

The subject matter is the same as that of the respective compulsory subject but shall be limited to the necessary repetition and practice.

Didactic principles:

The educational and teaching objectives make it necessary to repeat and practice the subject matter of the respective compulsory subject. As the weaknesses of the students are usually found in differing areas, the importance of group work should not be overlooked.

Continuous contact with the teacher of the compulsory subject is a vital prerequisite for the success of remedial instruction.

Remedial instruction as a rule may not be applied to expand, add or to deepen the subject matter of the respective subject.