

Secondary School of Tourism

I. Syllabus

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

Compulsory subjects	Form / lessons per week			Total	teaching contract
	1 st	2 nd	3 rd		
CORE SUBJECTS					
1. Religion	2	2	2	6	(III)
2. German	3	3	2	8	(I)
3. English	3	3	3	9	(I)
4. Second Foreign Language	3	3	3	9	(I)
5. History/Social Studies	-	3	-	3	III
6. Tourist Geography	2	2	2	6	III
7. Tourism and Marketing	-	2	3	5	II
8. Business Administration, Economics	3	3	3	9	II
9. Traffic and Travel Agency	-	2	2	4	III
10. Accounting 1)	3	3	3	9	I
11. Computer Science	1	-	-	1	I
12. Word Processing	3	2	2	7	III
13. Civics	-	-	3	3	III
14. Cooking & Catering Organisation 1)	4	-	-	4	IV
15. Restaurant	3	-	-	3	IV
16. Training in Business Administration and Project Management in Tourism 1)	-	2	2	4	I
17. Physical Education & Animation	2	2	2	10	(Iva)
Total number of lessons	34	33	32	99	

AUTONOMOUS EXTENSION SUBJECTS

Educational emphasis 2)	4	4	4	12	
Compulsory Subjects with increased number of lessons per week:					
Seminars:					
Foreign Language Seminar 3)					I
General Educational Seminar					III
Vocational Seminar					III
Practical Seminar					IV

Total Number of lessons

Compulsory subjects	38	37	36	111	
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- 1) Computer Assisted
- 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 16 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)
Second Foreign Language	(2)	(2)	(2)	(6)	(I)
Accounting 1)	(2)	(2)	(2)	(6)	I
Word Processing 1)	(2)	(2)	(2)	(6)	III

1. Computer assisted
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

A. Compulsory subjects

CORE 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, to evaluate it, 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:

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:

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:

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

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:

Integration of previous knowledge concerning everyday life and the students' personal environment.

Standard situations in hotels and other enterprises of the tourist industry.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Two:

Basic knowledge about the various kinds of enterprises and fields of the hotel and catering business, travel agencies and other leisure time facilities. Simple correspondence with clients.

Aspects of culture and civilisation of English-speaking countries.

Language structures:

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

Year Three:

Topics mainly relating to Austria as a country involved in tourism. Job applications. Standard forms of correspondence in enterprises of the tourism and leisure industries.

Language structures:

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

Written exams:

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

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

4. 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 and adequately 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:

Communication topics:

Simple everyday and professional situations.

Topics of current interest.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Two:

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:

Communication topics:

Tourism including the execution of business 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).

Written exams:

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

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

5. 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;
- are able to develop individual views and concepts with regard to the manifold phenomena of cultural life and to be aware of the significance of the Austrian cultural heritage – with particular reference to the main tourist destinations;
- are able to provide correct and adequate information on the latter.

Course content:

Year One:

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.

Year Two:

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 (Aspects of sociology, leisure pedagogy, psychology and ecology in relation to cultural tourism with a view on the cultural and pedagogic relevance of historic awareness.)

6. TOURISTIC 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;
- explain the social, economic and ecological interaction between tourist 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;
- explain the importance of environmental planning to ensure the quality of life in tourist areas;
- give information on organising and undertaking travels for the most important tourist places in Austria, Europe and the rest of the world;
- are ready to work responsibly on the shaping and preservation of their immediate environment (lebensraum);

Course content:

Year One:

Orientation on earth, being able to use and interpret maps.

Cultural continents.

Natural factors:

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

Holiday destinations 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.

Year Two:

Nature and human geography in Europe:

Major regions. Climatic regions, cultural regions and economic structures.

European holiday destinations: (except Austria)

Main data (size, inhabitants, time zones, currencies, travel information). Natural and cultivated landscapes; what makes tourism attractive, supra-structure. Tourist areas (position, special features); national and international transit routes, means of transport used in tourism).

Social, political, economic and ecological development (reasons and interactions with tourism)

Year Three:

Austria:

Nature and human geography and its patterns.

Demographic structures and processes, mobility and social change in connection with tourism.

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

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

Environmental planning and environmental politics for tourist areas.

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,
- are able to develop and apply marketing strategies.

Course content:

Year Two:

Tourism:

Concept; system, development, motives; types and forms, statistics.

Requirements (nature, culture, infrastructure and supra-structure 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).

Marketing of enterprises and organisations in the tourist industry:

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.

Year Three:

Communication policy:

Public relations; sales promotion; advertising (psychological basis, elements of design; advertising media in tourism).

Choice of media.

Co-operation of the bodies involved in tourism marketing.

Job profiles in marketing.

Territorial organisations of tourism (tasks, management).

Marketing for sectors of the tourism market:

Tourism for reasons of health and wellness (trends, legal foundations, health resorts, enterprises specialising in cures, facilities).

Urban tourism (special features, designing the offer according to the demand).

Short trips, day trips.

Trips for professional reasons (congresses/conventions, exhibitions, fairs, incentives).

Tourism motivated by personal preferences (culture, sports, hobbies; club holidays).

New trends in leisure time:

Soft tourism, alternative forms of travelling; leisure centres; theme parks.

Tourism policy:

Objectives, bodies, measures.

8. BUSINESS ADMINISTRATION, ECONOMICS

Educational and teaching objectives:

The teaching should ensure that the students

- understand basic economic relationships and be 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 produce standard business communication documents;
- are aware of the value of professional work and the responsibility of the economist.

Course content:

Year One:

Basis of Economy:

Needs, demands, market.

Economy, economic subject, economic object.

Economic cycles (business - household - state).

Economic sectors.

Businesses in the hotel and tourist trades:

Catering businesses (service, staff, organisational structure).

Catering department (stock, kitchen, sales).

Accommodation and administration departments of hotels.

Travel agency (service, equipment and infrastructure, staff).

Personnel:

Relation employer - employees; staff related correspondence (Letter of Application, CV, Contract of Employment, Letter of Resignation, Reference).

Year Two:

Relations of tourist businesses: with hosts, suppliers, travel agencies, banks and public administration. Correspondence.

Contract of sale.

Payments and transactions.

Performance:

Foundation of firm, legal framework, factors influencing legal framework (object, size, location and choice of legal status).

Personnel management:

Principles, styles and strategies, job application.

Austrian hotel contract terms and requirements.

Year Three:

Financing and investment:

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

Business management:

Areas and departments, management concepts and strategies, organisation of set-up and work flow, controlling.

Work force concentration and co-operation in business.

Models of economy.

Price:

Decision-taking. functions.

Distribution of goods:

Functions and usage of income (consumption, savings, investment). Distribution of income.

Current aspects of economic policy (with special reference to tourist policies).

International economic unions and networks.

9. TRAFFIC AND TRAVEL AGENCY

Educational and teaching objectives:

The teaching should ensure that the students

- understand the importance of traffic and of travel agencies for national and international tourism,
- are familiar with the activities of individual transport and of transport services which are important for tourism, as well as with their economic and legal requirements,
- are familiar with the economic functions of tour operators and their relationship with the whole of the tourist industry,
- are familiar with the types, the planning, the realisation and the sale of marketable travel products, and are able to carry out appropriate activities and handle working devices customary in the trade,
- show considerate and environment-friendly behaviour when travelling.

Course content:

Year Two:

Travel agency:

Types of companies, enterprises, organisations, legal foundations.

Structure (staff, technical equipment, necessities concerning the location); organisation of operations (advising; package tours; sale of tickets, insurances, hotel vouchers; correspondence).

Transport:

Development, forms.

Transport in Austria:

Development, facilities, enterprises, organisation.

Air traffic:

Types of aircraft, airports (locations, facilities). Scheduled and chartered flights, airlines, air routes. Organisation.

Shipping:

Forms, facilities. Passenger shipping in inland and ocean traffic (forms, enterprises, routes).

Timetables and tariffs.

EDP-assisted practice:

In accordance with the areas covered in Year Two.

Year Three:

Travel agency:

Package tours (preparation, calculation and realisation).

Guidelines for package tours established by the EU.

Road traffic:

Road construction (tasks in Austria; problems concerning the planning, financing, construction and maintenance of roads). Regular and casual traffic. Organisations in road traffic (types, tasks, services).

Legal framework.

Railway:

Railway network, stations and control centres (types, facilities); cable railways in Austria. Offers for tourism.

Transport in Austria:

Current problems of transport policy. Importance of the transport industry for tourism and economy. Marketing of transport services.

EDP-assisted practice:

In accordance with the areas covered in Year Three.

10. ACCOUNTING

Educational and teaching objectives:

The teaching should ensure that the students

- know about accounting within a company;
- keep suitable records with 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 in tourist contexts including the handling of relevant tax matters as well as personnel accounting;
- are able to solve bookkeeping problems with the help of standard programmes, and to present the results.

Course content:

Year One:

Economic calculation:

Percentage calculations, currencies and rates, tourist trade calculation, calculation of interest.

Basis of accounting:

Concept, tasks and legal basis.

Bookkeeping system (overview)

System of double entry bookkeeping:

Concept of features, accounts, opening of accounts, records of business cases, closing of accounts, types of accounts.

Framework and plan of accounts

Balance and record of success.

Sales tax:

System and legal requirements, sales tax recordings and preliminary tax

Receipts

Record of business cases:

Recording of business cases, balances, record of receipts

Organisation:

Rules of bookkeeping, records of double entry bookkeeping (journal, ledger, help books and supplementary ledgers).

Year Two:

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.

Computer supported accounting:

Solutions of basic problems of office organisation and accountancy by using standard programmes.

EDP use in personnel settlements (employee-master data administration, administration of wages, evaluation) and in cost accounting, business results (calculation, presentations in the form of graphs and tables).

Year Three:

Annual accounts:

Basic valuation of materials and goods, depreciation of investment, separation of accounts, reserves, valuation of claims and liabilities, annual accounts of individual firms.

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).

Tests:

Year One to Three: 2 one hour tests per year.

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 additionally are able to comment on this.

Course content:

Year One:

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.

Tests: 2 one hour tests.

12. 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 area 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”, “Second Modern Foreign Language”, “Business Administration & Economics” 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.)

13. 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,
- are able to obtain and evaluate political and legal information in order to solve personal and professional problems,
- 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 Two:

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.

Year Three:

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.

Insolvency law.

14. COOKING & 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;

- 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:

Kitchen organisation:

buying, receiving and storing food items, figuring out cost of materials, the role of the cook; basics of nutrition.

Kitchen technology:

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

Food preparation and cooking:

basic skills,
simple dishes.

15. RESTAURANT

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 plan, organise and carry out work at a restaurant efficiently, 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:

Personal and professional hygiene; the role of the waiter.

Beverages.

Basic service skills, making recommendations and paying attention to customers.

Maintaining and dealing with payments

Simple service, quality service, service at special occasions and events.

16. TRAINING IN BUSINESS ADMINISTRATION AND PROJECT MANAGEMENT IN TOURISM

Educational and teaching objectives:

The teaching should ensure that the students

- develop subject-specific, personal, and general communicative competence;
- are able to apply knowledge and skills that have been acquired in other subjects as well as personal experience in order to solve authentic professional tasks;

- are aware of general economic structures and phenomena, as well as of organisational structures and systems, and are able to think logically and context-based, applying relevant patterns of behaviour; this will be achieved by simulating parameters and frames as they are being found in real-life business and administration;
- are able to fulfil real-life professional tasks, following clear instructions – both as members of a team and individually - in full responsibility; when doing so, they are able to make good use of the usual tools and devices;
- are able to gather information without support of other people;
- are able to apply techniques and strategies of communication and to be conscious of their effect and outcome;
- are able to apply personal experience, interests and skills when initiating a project and to run and finalise such a project as an individual or as a member of a project team, to keep good record of it and present it well.

Course content:

Year Two:

Techniques and exercises with focus on concentration and speech.

Basic presentation techniques.

Exercises in verbal and non-verbal communication with guests, team members, superiors, business partners and officials (role play, telephone).

Getting and remaining organised as an individual and professional.

Application of real-life Information and Communication Technologies with reference to hotel, travel agency, and tourist office work tasks.

Year Three:

Telecommunication in tourism.

Special forms of business correspondence and company-supportive documentation (minutes of meetings, reports, offers, etc.)

Time management, project management.

Applied touristic marketing.

AUTONOMOUS EXTENSION SUBJECTS COMPULSORY SUBJECTS WITH EXTENDED LESSON HOURS

Educational and teaching objectives:

The student shall 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 student's 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.

Content of courses:

The contents 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

- acquire the efficiency to practice a trade, for which they are qualified as a school leaver according to the training in which they were educated - in addition to the knowledge and skills which are gained in the vocational training subjects, by working in the tourist industry;
- 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 their fellow employees;
- gain a positive attitude in general toward the working world and specifically toward the immediate field of work through the combination of their experience in vocational training in school and the work placement experience.

Time and subject frame:

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:

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 ISTRUMENTAL MUSIC

Educational and teaching objectives, course content:

Year One to Year Three:

The choice of music studied and the nature of the groups depend 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:

Year One to Year Three:

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 tasks 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.