

Printed Textbook Writing Guidelines for Citizenship, Economics and Society Curriculum (Secondary 1-3)

1. Introduction

- 1.1 The purpose of this set of guidelines is to familiarise interested textbook publishers with the curriculum aims and objectives and related principles for writing textbooks of the Citizenship, Economics and Society curriculum (Secondary 1-3), etc. in a bid to ensure that the textbooks are written in accordance with the specific requirements of the curriculum and “The Seven Learning Goals of Secondary Education”(www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html). (For details, please refer to *Secondary Education Curriculum Guide* (2017) and its Supplementary Notes (2021))
- 1.2 *Values Education Curriculum Framework (Pilot Version)* was released in 2021. After the addition of “Law-abidingness” and “Empathy” in 2020, the Education Bureau (EDB) has introduced “Diligence” as the tenth priority value and attitude. Publishers are suggested to reinforce the learning elements for values education in the textbooks where appropriate, especially for the above- mentioned three newly added priority values and attitudes. (For details, please refer to *Values Education Curriculum Framework (Pilot Version)*(2021)(Chinese version only) (www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html)
- 1.3 For the general principles and requirements for writing textbooks and the requirements for submission of printed textbooks for review, publishers should refer to the latest edition of the *Guiding Principles for Quality Textbooks* and *Guidelines on Submission of Printed Textbooks for Review* available on the EDB’s Textbook Information website (www.edb.gov.hk/textbook).
- 1.4 The textbooks should be written in line with the following CDC curriculum documents:
 - *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (2017)
 - *Citizenship, Economics and Society Curriculum Framework (Secondary 1-3)* (October 2022)

2. Curriculum Aims and Objectives

The textbooks to be developed should align with and reflect the curriculum aims and learning objectives of the Citizenship, Economics and Society curriculum.

2.1 Curriculum Aims:

- (a) to help students develop a positive self-understanding, enhance their

competence to meet daily and future challenges, seize opportunities, as well as pursue their goals and realise their aspirations;

- (b) to nurture students to become informed and responsible citizens who respect the rule of law, have a sense of national identity, and contribute to the common good of society and our country;
- (c) to strengthen students' understanding of national and local economic and social affairs, and nurture their affection for our country;
- (d) to promote students' understanding of our country and strengthen their sense of national identity and sense of belonging towards our country; and
- (e) to cultivate students' concern for local, national and contemporary world topics, help them understand how our country cooperates with other countries in responding to global issues, and broaden their global perspective.

2.2 Learning Objectives:

Knowledge and Understanding

- (a) discuss topics based on accurate information and facts so as to develop a holistic and objective understanding of the topics;
- (b) understand, accept and appreciate oneself and others, and live a healthy, positive and meaningful life;
- (c) understand the roles and responsibilities of individuals in society and our country, including respecting the rule of law, obeying the law and fulfilling civic responsibilities;
- (d) acquire correct personal financial management knowledge;
- (e) understand basic principles involved in the government's management of public resources and public finance policies;
- (f) understand the features and general situation of the national and local economies;
- (g) understand that both the Constitution of the People's Republic of China (*Constitution*) and the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China (*Basic Law*) jointly form the constitutional basis of the Hong Kong Special Administration Region (HKSAR), as well as to understand the basic features of the political structure of the HKSAR as stipulated by the Basic Law;
- (h) understand the basic features of our country's political structure;
- (i) understand the meaning of national security and the importance of the *National Security Law* in safeguarding national security;
- (j) understand the connection and interdependent relationship between places around the world and the need for countries worldwide to cooperate in

dealing with global issues;

Skills

- (k) further develop various life skills on the basis of learning at the primary level;
- (l) reflect on personal behaviours, uphold and practise positive values and strengthen their self-improvement skills;
- (m) develop skills to maintain healthy interpersonal relationships;
- (n) develop skills to manage and interpret data, statistics and information related to economic performance indicators and economic trends;
- (o) develop the ability to make informed analysis and reasoned judgments on contemporary mature topics that are related to the curriculum;
- (p) develop and integratively apply various generic skills, including communication skills, mathematical skills, information technology skills, self-management skills, self-learning skills, collaboration skills, critical thinking skills, creativity and problem-solving skills.

Values and Attitudes

- (q) attach importance to family values;
- (r) understand, respect and appreciate different cultures, views and lifestyles, and support the development of a diversified and inclusive society;
- (s) develop and nurture appropriate values and attitudes towards money and financial management;
- (t) show concern for society, serve the community in a rational, law-abiding and responsible manner, and contribute to the building and development of society in the future;
- (u) develop a sense of national identity, enhance a sense of belonging towards our country, show concern for the development of our country, and contribute to the building and development of our country in the future;
- (v) possess a global perspective and show concern for the common good of humankind; and
- (w) develop positive values and attitudes, and become informed and responsible citizens of society, our country and the world.

3. Guiding Principles

3.1 Content

- The writing of the textbooks should be in line with the curriculum aims and learning objectives stated in the *Citizenship, Economics and Society*

(*Secondary 1-3 Curriculum Framework* (the Curriculum Framework) prepared by the Curriculum Development Council in October 2022. The content should cover 12 modules and the essential learning content of the curriculum.

- The content must be in line with the *Constitution*, the *Basic Law*, the *National Security Law* and other local laws, enabling students to understand the constitutional relationship between our country and the HKSAR and deepening their understanding of the rule of law and the situation of our country, so as to enhance their sense of national identity and belonging to our country and civic responsibility.
- The content and information should be accurate, timely and correct, fact-based, objective and impartial, and complete with diversified themes and views from different perspectives. It is desirable to adopt or make more reference to information provided by official bodies and established organisations with credibility.
- The content should correspond to students' age, level of mental and cognitive development, level of ability, interests and prior knowledge, and avoid theories and concepts which are too technical or complicated. Proper guidance should be provided to students to facilitate their understanding of different events which are related to their daily lives and society.
- This curriculum aims to lay a solid knowledge foundation in junior secondary students. Therefore, inclusion of an excessive amount of issues in the textbooks is not advisable. If the use of issues is deemed necessary, the selected ones should be relevant to the curriculum, suitable for junior secondary students, and mature, so as to enable students to grasp the development of the issues holistically and to engage in rational and impartial discussions based on objective facts to construct knowledge.
- The textbooks should help students build a solid knowledge base and enable them to have balanced developments in the construction of knowledge, integrative application of skills and cultivation of positive values and attitudes. They should also enhance students' knowledge and understanding of topics at the personal, local, national and global levels, and facilitate their participation in the learning of this curriculum.
- The content of this curriculum is closely related to learning at the senior secondary level. Therefore, the textbooks should be designed to allow students to acquire solid foundation knowledge in topics studied to facilitate the interface to the senior secondary level.
- In the description of events, objectivity and impartiality should be exercised. The description should be based on facts, with supporting evidence from reliable and credible sources. Facts and views/opinions should be distinguished from each other. For the learning content

involving a clear delineation of right and wrong or explicit legal principles, the textbooks should be clearly detailed with objective facts and justifications, such as constitutional order, historical facts, moral standards, legal principles, etc. and lucidly indicate that there is no room for debate or compromise on the related content, so as to help students correctly understand the events.

- Any forms of labelling, discrimination or exclusion on the grounds of gender, age, race, culture, disability, socio-economic status, religion, nationality, etc. should be avoided.
- When developing textbooks, reference should be made to the introduction, the learning points and the suggested number of lessons in each module in the Curriculum Framework so as to ensure the depth and breadth of the textbook content suit the ability levels and learning needs of students.

3.2 Learning and Teaching

- The design of textbooks and related learning activities and tasks should be in line with the curriculum aims and learning objectives, suitable for junior secondary students and conducive to the development of skills and positive values and attitudes.
- Learning activities and tasks should suit different interests, levels and abilities of students, and provide diversified learning experiences to enhance their learning interests and cater for learner diversity.
- Learning activities and tasks involving learning elements such as “application” and “analysis” should be included to facilitate students’ understanding of the topics and develop their critical thinking and analytical skills. Sufficient information and clear guidelines, including suitable hints, should be provided in the learning activities and tasks to guide students to think in a correct direction and complete the tasks.
- Where appropriate, learning activities and tasks should provide questions in different forms or with different points of entry, so as to help students grasp the relevant knowledge and enhance their understanding of the topics.
- Concepts, relationships, characteristics, similarities and differences, changes, development, etc. should be explained and presented in a lively manner.
- The Citizenship, Economics and Society curriculum aims to help students build a solid foundation of knowledge. To this end, learning activities and tasks included in the textbooks should help students acquire knowledge and develop understanding. The introduction of broad questions without the provision of sufficient information and guidelines should be avoided, so as not to exceed junior secondary students’ level of competence and deviate from the learning objectives.

- Learning activities and tasks should be able to strengthen the learning effectiveness and extend learning in the relevant topics. If possible, they should be linked up with students' daily lives and of interest to them. They can also be tied in with life-wide learning activities relevant to the curriculum content to enhance students' interest in learning.
- Learning activities and tasks should aim to strengthen students' reading and writing skills. Different text types (e.g. expository, argumentative) and text forms (e.g. newspaper reports, editorials, advertisements) should be used. Use of different language functions (e.g. comparing and contrasting, giving explanations, summarising) to complete learning activities and tasks should be encouraged.
- The design of learning activities and tasks should be able to develop students' generic skills and encourage the integrative use of generic skills, such as collaborative problem solving skills and holistic thinking skills, etc.

3.3 Structure and Organisation

- When writing and editing textbooks, objectivity, impartiality and professionalism should be exercised to ensure the accuracy of the content, and the provision of reliable and convincing evidence and the sources of information.
- The organisation of the textbooks should be systematic. The presentation and text types and text forms should be diversified to enhance students' interest in learning.
- To facilitate students' easy understanding of the content of the textbooks, and cater for learner diversity, relevant and accurate information such as pictures, charts, maps and data should be added as necessary.
- To avoid overburdening students, information such as unimportant names of places and people and years should be kept to a minimum. When literature, statistics, news articles, views of different people, etc. are cited, the sources of information and their related chapters and sections as well as the years of publication should be clearly indicated. The information and data must be updated in a timely manner or ways for students to access accurate and the latest information should be provided.
- Information which is too technical or complicated can be provided as footnotes if such supplementary information can facilitate students' further understanding.
- Pictures / images should complement the content and be supplemented with appropriate titles, explanatory texts and sources. Illustrations should be appropriately positioned to support students' understanding of the texts. Fictional illustrations should be clearly annotated.
- Extra caution should be exercised when cartoons and pictures are used to

avoid the inclusion of exaggerating, violent, sensational or indecent images. Also, content which is inconsistent with facts, involves misconduct or is contrary to positive values should be avoided.

- The maps included in the textbooks should be accurate and only contain essential information relevant to the learning needs of junior secondary students. For all maps of China included in the textbooks, the requirements and standard maps of the Ministry of Natural Resources of the People’s Republic of China should be referred to where applicable.
- When using images of the national flag, national emblem, regional flag and regional emblem:
 1. avoid drawing the national flag, national emblem, regional flag and regional emblem on your own;
 2. use real photos to show the national flag, national emblem, regional flag, regional emblem, etc.;
 3. use the files of the national flag, national emblem, regional flag and regional emblem downloaded from the Protocol Division Government Secretariat and follow the relevant requirements on the use of these images.

3.4 Language

- Formal language should be used. The level of difficulty of the language used in the textbooks should be commensurate with the language ability of students. For the translation of terms used in the textbooks, *An English-Chinese Glossary of Terms Commonly used in the Teaching of Life and Society in Secondary Schools* (Revised in 2015) published by the Education Bureau should be referred to where applicable. (Please note the Glossary is being updated and the updated version will be provided in December 2022.)
- For textbooks in English, pinyin should be adopted for Chinese names and places.
- It is undesirable to include Chinese terms in parenthesis for textbooks in English. This practice should be avoided as far as possible and the terms should be restricted to the “glossary section” at the end of each chapter or at the footer of the respective page. Where appropriate, guidance on pronunciation could be provided to facilitate student learning.

3.5 Textbook Layout

- Publishers may refer to the latest edition of EDB’s *Guiding Principles for Printing of Textbooks* for use of paper, colouring, use of inks, etc.
- The font size of the texts and footnotes should not be too small so as not

to affect the eyesight of students. The typesetting should facilitate readability.

- Positions of illustrations, maps and data should complement the text content.
- Avoid choosing glossy paper which may affect students' eyesight. Use paper that is lighter, thinner and more durable so as to reduce the weight of textbooks.
- Typesetting should be practical, and there should not be too much space on each page to reduce the thickness and the weight of textbooks.

4. Others

- 4.1 When writing textbooks, publishers have to ensure that the content and information provided in the materials should be correct, complete, up-to-date, objective and impartial. The source and the date of the information should be provided as appropriate. The information in the illustrations and images should avoid showing the brand names of the commercial items unless they are necessary.
- 4.2 Except for the URL of the publisher's website, no other URLs or QR codes should be included in the textbooks. Publishers are required to clearly indicate in the "Preface" or "Editor's Notes" that the learning and teaching resources on the publisher's website have not been reviewed by the EDB.
- 4.3 Publishers may provide self-developed supplementary learning materials or web links to the learning and teaching resources developed by the third party on the publishers' websites. Publishers may also provide their websites' URLs in the Teacher's Book for teachers' reference to facilitate lesson preparation or design of learning and teaching activities. Publishers should be accountable for the learning and teaching resources provided.
- 4.4 It is mandatory for the publishers to ensure that all proof-reading work, including that for language, information, punctuation, illustration, pagination, etc., is complete and the textbooks are error-free before submitting them for review.
- 4.5 Publishers should review the textbook content from time to time. When necessary, publishers can make amendments to the textbook content in the form of "corrigenda" with the EDB's consent. The EDB may also require publishers to make amendments when needs arise.
- 4.6 Publishers should clear all copyright issues of the textbooks as appropriate.
- 4.7 Expiration of the copyright of the textbook materials is not accepted as a reason for publishers to apply for textbook revision or "Reprint with Minor Amendments".
- 4.8 The suggested time allocation set out in the curriculum framework should be

taken into consideration to ensure that the learning content is designed with an appropriate quantity and level.

- 4.9 If publishers submit other versions (such as Chinese version or electronic version) of the same textbook title for review at the same time, they should duly check the consistency of the content among all the versions. If another version is to be submitted at a later stage, the suggestions in the Textbook Review Report for the previously submitted version should be duly followed before submission.

Personal, Social and Humanities Education Section
Curriculum Development Institute
Education Bureau
November 2022