

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 updated “Seven Learning Goals of Secondary Education”(www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html). For details, please refer to the *Secondary Education Curriculum Guide* (2017) and its Supplementary Notes (2021) (www.edb.gov.hk/en/curriculum-development/major-level-of-edu/secondary/cg_documents.html).
- 1.2 The *Values Education Curriculum Framework (Pilot Version)* was released in 2021 and ten priority values and attitudes (PVA) were introduced. The PVA have been optimised since 2023 with the PVA “Care for Others” extended to “benevolence” and two PVA (i.e. “Filial Piety” and “Unity”) added. Publishers should incorporate the learning elements of values education in the textbooks where appropriate. For details, please refer to the *Values Education Curriculum Framework (Pilot Version)*(2021) (Chinese version only) (www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html) and the EDBCM No.183/2023 on *Enriching the Values Education Curriculum Framework (Pilot Version) – Optimisation of “Priority Values and Attitudes”* (applications.edb.gov.hk/circular/upload/EDBCM/EDBCM23183E.pdf).
- 1.3 The *Curriculum Framework of National Security Education in Hong Kong* was released in 2021. Publishers should incorporate the learning elements of national security education in the textbooks where appropriate. They may also refer to the government website “National Security Education Day” for information such as major fields of national security. For details, please refer to the *Curriculum Framework of National Security Education in Hong Kong* (www.edb.gov.hk/en/curriculum-development/kla/pshe/national-security-education/index.html) and the government website “National Security Education Day” (www.nsed.gov.hk/index.php?l=en).
- 1.4 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).
- 1.5 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 Guide (Secondary 1-3)* (2024)

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 understanding of themselves and others, cultivate good character, 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 nationhood 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, appreciate and care for themselves and others, and live a healthy, positive, diligent and meaningful life;
- (c) understand the roles, the rights 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* to safeguarding national security;
- (j) understand the connection and interdependence between places around the world and understand that countries worldwide must cooperate to deal with global issues;

Skills

- (k) further develop various life skills on the basis of primary education;
- (l) reflect on personal behaviours, uphold and practise proper 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 mature contemporary topics which are related to the curriculum;
- (p) develop and 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 in an integrative manner.

Values and Attitudes

- (q) attach importance to family values and care for family members;
- (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 responsible financial management attitudes;
- (t) show concern for society, serve others and the community in a rational, law-abiding, honest and responsible manner, and contribute to the building and development of society in the future;

- (u) develop a sense of national identity, enhance the sense of nationhood, show concern for the development of our country, and contribute to the building and development of our country in the future;
- (v) possess global perspective and show concern for the common good of humankind; and
- (w) develop proper values and attitudes, develop humanistic qualities 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 Curriculum Guide (Secondary 1-3)* (the Curriculum Guide) prepared by the Curriculum Development Council. The content should cover 12 modules and the essential learning content of the curriculum.
- Apart from helping students construct a solid knowledge base and develop skills, the content should cultivate proper values, proactive attitudes and appropriate behaviours in students, aiming to help students achieve whole-person development.
- 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 nurture students' proper values and attitudes, including enhancing 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 well-structured 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 junior secondary 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 proper 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 of persons or things based on gender, age, race, culture, disability, socio-economic status, religion, nationality, etc. should be avoided, so as to help students nurture proper values and attitudes such as respect for others, equality, non-discrimination, benevolence and empathy.
- 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 Guide so as to ensure the depth and breadth of the textbook content suit the ability levels and learning needs of junior secondary 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 proper 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, develop skills and nurture proper values and attitudes.
- 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. Where possible, the learning activities and tasks 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 when designing learning activities and tasks. 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.
- Learning activities and tasks should help students distinguish the values behind viewpoints, guide them to tell right from wrong, make correct, objective and legally sound judgements about themselves and social affairs, and strengthen the cultivation of good character and behaviours

that meet social expectations.

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 as far as possible 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 in the textbooks as necessary.
- To avoid overburdening students, information such as unimportant names of places and people and years should be kept to a minimum. When important 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 of relevant topics.
- Illustrations 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 content. 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 proper values should be avoided.
- The maps included in the textbooks should be accurate and only contain essential information suitable for student learning. Reference should be made to the requirements and standard maps of the Ministry of Natural Resources of the People's Republic of China for all maps of China included in the textbooks.
- When using images of the national flag, national emblem, regional flag and regional emblem, the following points should be noted:
 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 stipulated by the Protocol Division Government Secretariat 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 the Citizenship, Economics and Society Curriculum (Secondary 1-3)* (2024) published by the Education Bureau should be referred to where applicable.
- 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 suggestions on 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 or images should avoid showing the brand names of the commercial items unless they are necessary.
- 4.2 Except for the single URL of the publisher's website, no other URLs or QR codes should be included in the printed textbooks. Publishers are required to clearly declare 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 of the learning and teaching resources developed by the third party on the publishers' websites. Publishers may also provide URLs of their websites 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 they provide.
- 4.4 The maps included in the textbooks should be accurate and only contain essential information relevant to the learning needs of students. Reference should be made to the requirements and standard maps of the Ministry of Natural Resources of the People's Republic of China for all maps of China included in the textbooks, and wherever appropriate, the respective map review numbers and dates of reference should be quoted. Textbook publishers should also follow strictly the instructions in "公開地圖內容表示規範" issued by the Ministry of Natural Resources in developing maps of China.
(https://www.gov.cn/zhengce/zhengceku/2023-02/17/content_5741977.htm)
- 4.5 It is mandatory for the publishers to ensure that all proof-reading work, including that for language, punctuation, information, illustration, pagination, etc., is complete and the textbooks are error-free before submitting them for review.
- 4.6 Publishers should review the textbook content from time to time. When necessary, publishers can make amendments to the printed textbook content in the form of "corrigenda" with the EDB's consent. The EDB may also require publishers to make amendments when needs arise.
- 4.7 Publishers should clear all copyright issues of the textbooks as appropriate.
- 4.8 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".
- 4.9 The suggested time allocation set out in the Curriculum Guide should be taken into consideration to ensure that the learning content is designed with an appropriate quantity and level.
- 4.10 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
Education Bureau
April 2025