

# Printed Textbook Writing Guidelines for Mathematics Education Key Learning Area

## 1. Introduction

- 1.1 The purpose of this set of guidelines is to familiarise interested textbook publishers with the curriculum aims and objectives, guiding principles for writing textbooks, etc. of the Mathematics Education 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 Primary Education” ([www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html](http://www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html)) / “The Seven Learning Goals of Secondary Education” ([www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html](http://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html)). (For details, please refer to *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6)*(2014) / *Secondary Education Curriculum Guide* (2017) and its Supplementary Notes (2021).)
- 1.2 *Values Education Curriculum Framework (Pilot Version)* has been released in 2021. Upon the addition of “Law-abidingness” and “Empathy” in 2020, the Education Bureau (EDB) has listed “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](http://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](http://www.edb.gov.hk/textbook)).

## 2. Curriculum Aims and Objectives

The overall curriculum aims of the Mathematics Education Key Learning Area are to develop in students:

- the ability to think critically and creatively, to conceptualise, inquire and reason mathematically, and to use mathematics to formulate and solve problems in daily life as well as in mathematical contexts and other disciplines;

- the ability to communicate with others and express their views clearly and logically in mathematical language;
- the ability to manipulate numbers, symbols and other mathematical objects;
- number sense, symbol sense, spatial sense, measurement sense and the capacity to appreciate structures and patterns; and
- a positive attitude towards the learning of mathematics and an appreciation of the aesthetic nature and cultural aspect of mathematics.

### 3. Guiding Principles

#### 3.1 Content

##### Key Stages 1 and 2

- Content of the textbooks for P1-P6 should cover all the **Learning Objectives** of the Learning Units in the *Supplement to Mathematics Education Key Learning Area Curriculum Guide: Learning Content of Primary Mathematics* (2017).
- The curriculum is organised into five strands (namely, **Number, Algebra, Measures, Shape and Space** and **Data Handling**), a **Further Learning Unit** and **Enrichment Topics**. The textbooks should include adequate amount of activities on **Inquiry and Investigation**, such as activities on STEM education, and optional **Enrichment Topics**.
- In writing the content of the textbooks, publishers should make reference to the corresponding **Learning Objectives** (including the Remarks) and the **Time** for the Learning Units in the curriculum documents.
- Content of the textbooks should be accurate. The development and explanation of concepts should be accurate and cater for students' abilities and cognitive development. The data quoted should be accurate and reasonable.
- To deal with the depth of treatment of each learning unit, reference should be made to the corresponding **Time** and **Remarks** columns in the Tables of the Learning Objectives in *Supplement to Mathematics Education Key Learning Area Curriculum Guide: Learning Content of Primary Mathematics* (2017).
- An appropriate amount of activities on Inquiry and Investigation, and enrichment topics could be included in the textbooks. The suggested enrichment topics in the curriculum documents or other appropriate topics could be chosen as the enrichment topics in the textbooks.
- The enrichment topics should be labelled clearly in the table of contents and in the main text of textbooks.

- The publisher are required to clearly state in the preface or editorial notes that both writing narrative sentences at the beginning or at the end are two common ways to present the solutions of word problems, and it is acceptable to present the solutions in any ways as long as the presentation is clear and logical. Examples on demonstrating both types of literal presentation should be provided in the textbooks.

### Key Stage 3

- Content of the textbooks for S1-S3 should cover all the **Learning Objectives** of the Learning Units in the *Supplement to Mathematics Education Key Learning Area Curriculum Guide: Learning Content of Junior Secondary Mathematics* (2017).
- The curriculum is organised into three strands (namely, **Number and Algebra, Measures, Shape and Space** and **Data Handling**) and a **Further Learning Unit**. Adequate amount of activities on **Inquiry and Investigation**, such as activities on mathematical modelling and STEM education, should be included. The curriculum is designed for the whole population of secondary school students. To meet the needs of students of different abilities, the content of the curriculum is divided into the **Foundation Topics** and the **Non-foundation Topics**, together with optional **Enrichment Topics**.
- In writing the content of the textbooks, publishers should make reference to the corresponding **Learning Objectives** (including the Remarks) and the corresponding **Time** for the Learning Units in the curriculum documents.
- Content of the textbooks should be accurate. The development and explanation of concepts should be accurate and could cater for students' abilities and development. The data quoted should be accurate and reasonable.
- An appropriate amount of enrichment topics could be included in the textbooks. The suggested enrichment topics in the curriculum or other appropriate topics could be chosen as the enrichment topics in the textbooks.
- The content associated with the Non-foundation topics and enrichment topics for S1-S3 should be labelled clearly in the table of contents and in the main text of textbooks.

### Key Stage 4

- The curriculum consists of a **Compulsory Part** and an **Extended Part**. The Compulsory Part is organised into three strands (namely, **Number and Algebra, Measures, Shape and Space** and **Data Handling**) and a

**Further Learning Unit**, which is made up of **Further Applications** and **Inquiry and Investigation**. Adequate amount of activities on **Inquiry and Investigation**, such as activities on mathematical modelling and STEM education, should be included.

- For each set of the textbooks for S4-S6 of the current curriculum of the Compulsory Part, all the Learning Objectives of the Learning Units in the corresponding part in *Mathematics Curriculum and Assessment Guide (S4-6)* (with updates in November 2015) should be covered. The revised curriculum of the Extended Part and the Compulsory Part will be implemented progressively with effect from 2019/20 school year and 2023/24 school year respectively. All the Learning Objectives of the Learning Units in the corresponding part in the *Supplement to Mathematics Education Key Learning Area Curriculum Guide: Learning Content of Senior Secondary Mathematics* (2017) or *Mathematics Curriculum and Assessment Guide (S4-6)* (with updates in December 2017) should be covered.
- To cater for the needs of individual groups of students, the content of the Compulsory Part is categorised into **Foundation Topics** and **Non-foundation Topics**. The Foundation Topics of the Compulsory Part, which all students should strive to learn, together with the Foundation Part of the Junior Secondary Mathematics Curriculum constitute a coherent set of essential concepts and knowledge. The Non-foundation topics cover a wider range so as to provide students who study only the Compulsory Part with a foundation for their future studies and career development.
- The Extended Part, which includes two modules, namely **Module 1 (Calculus and Statistics)** and **Module 2 (Algebra and Calculus)**, is designed for students who need more mathematical knowledge and skills for their future studies and careers, and for those whose interests and maturity have been developed to a level that enables them to benefit from further mathematical study in different areas.
- Students are allowed to take at most one of the two modules and students should study both the Foundation Topics and Non-foundation Topics in the Compulsory Part if they study either one of the modules from the Extended Part.
- Content of the textbooks should be accurate. The development and explanation of concepts should be accurate and could cater for students' abilities and development. The data quoted should be accurate and reasonable.
- To deal with the depth of treatment for each learning unit of the current curriculum of the Compulsory Part, reference should be made to the corresponding **Time** and **Remarks** columns in the Tables of the Learning

Objectives in *Mathematics Curriculum and Assessment Guide (S4-6)* (with updates in November 2015). *Explanatory Notes to Senior Secondary Mathematics Curriculum – Compulsory Part* (2009) aim at further explicating the requirements of the Learning Objectives. For the revised curriculum of the Compulsory Part and the Extended Part, it should be made reference to the corresponding **Time** and **Remarks** columns in the Tables of the Learning Objectives in *Supplement to Mathematics Education Key Learning Area Curriculum Guide: Learning Content of Senior Secondary Mathematics* (2017) or *Mathematics Curriculum and Assessment Guide (S4-6)* (with updates in December 2017).

- The content associated with Non-foundation Topics for S4-S6 should be labelled clearly in the table of contents and in the main-text of textbooks.

### 3.2 Learning and Teaching

- The learning and teaching activities and the assessment activities included in the textbooks should be in line with the aims and objectives of the curriculum.
- The textbooks should include diversified learning and teaching activities and suitable examples to facilitate students to master mathematical concepts, including appropriate exploratory activities and performance tasks, for example, hands-on activities and drawing figures in Primary Mathematics, and geometric exploratory activities and hands-on model making in Secondary Mathematics. Developing students' higher order thinking skills and generic skills should also be emphasised.
- The textbooks should suitably include learning and teaching materials which are interesting and linked to students' daily-life experience. The learning and teaching materials should be well used to foster students' positive attitudes and values.
- Sufficient amounts of examples and exercises with different levels of difficulty should be provided to cater for students' learner diversity. Examples and exercises should be arranged appropriately according to the levels of difficulty and complexity.
- The textbooks should include appropriate assessment activities for each topic, such as adequate amount of class practice, homework, activities or tasks. However, questions involving repetitive drilling and overcomplicated calculations should be avoided.
- Accurate answers for the class practices and exercises should be provided in textbooks for secondary levels.

### 3.3 Structure and Organisation

- Textbooks should cover all the learning units laid down in the curriculum and the learning units should be arranged in a logical and well-organised sequence.
- The user's guide should be provided in the textbooks to illustrate the structure and organisation of the textbooks and the effective ways to use the textbooks.
- Table of contents, headings, page numbers and the numbering of questions should be clear and systematic. A summary for consolidating learning should be appropriately provided in each unit.
- Diagrams, charts and photographs related to students' experience should be included.

### 3.4 Language

- The language used should be appropriate to students' language ability. It should be clear, precise and accurate.
- Mixing languages (e.g. an English term followed by its Chinese translation or vice versa) in the textbooks should be avoided.
- The Chinese or English corresponding terms in the textbooks for primary levels should better be provided at the front or the end of the textbook.
- The requirements on providing Chinese or English corresponding terms in the textbooks for secondary level are as follows:
  - ✧ A form of footnotes printed at the bottom of a page; or
  - ✧ A glossary printed at the front or the end of the textbook; or
  - ✧ A glossary printed at the end of a chapter; or
  - ✧ A glossary printed at the front of a chapter.
- The mathematical terms used in the textbooks should be accurate and consistent and be related to the curriculum. All the Chinese and English equivalents of mathematical terms should be consistent with those listed in [\*An English-Chinese Glossary of Terms Commonly Used in Mathematics\*](#) prepared by the Mathematics Education Section, Education Bureau.
- Commonly-used mathematical symbols and formats should be used. The mathematical symbols and their formats should be consistent throughout the textbooks.
- The International System of Units (SI) and metric units should be used in the textbooks.

- The Chinese names of people and places of the Mainland China should be translated according to their Putonghua phonetic symbols for the English version textbooks.

### 3.5 Textbook Layout

- The font size or format of characters and symbols should be consistent, such as using italic fonts for symbols representing variables.
- The layout of the textbooks should be attractive, with appropriate use of spacing, margin and typeface for ease of reading.
- The size of characters, diagrams and charts used should be large enough for students' easy reading.
- Graphs or diagrams should be clear and appropriate, precisely labelled and in an appropriate scale. Properties of the shape of the figures, such as perpendicularity and symmetry properties, should be clearly shown.
- Graphics should be clear and attractive.
- The design of textbooks should facilitate the reuse of textbooks. For example, materials for one-off use and tearing off pages from the textbooks should be avoided.
- Publisher may refer to the latest edition of EDB's [\*Guiding Principles for Printing of Textbooks\*](#) for use of paper, colouring, use of inks, etc.

## 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 brand-names of commercial items unless it is necessary.
- 4.2 Except for a single URL of the publisher's website, no other URLs or QR codes (including those linking to the listening practices' audio files of language subjects) should be included in the 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. When textbooks of reprint with minor amendments are submitted for review, they should contain no URLs and hyperlinks, except for one single URL of the publisher's website.
- 4.3 Publishers may provide self-developed supplementary learning materials or the web links of the learning and teaching resources developed by the third party on publishers' websites. Publishers may also provide their websites'

URLs in the Teacher’s Book for teachers’ reference in preparing lessons or designing learning and teaching activities. Publishers should be accountable for the quality of the learning and teaching resources provided.

- 4.4 It is incumbent on the publishers to ensure that all proof-reading work, including the language, information, punctuation, illustration, pagination, etc., is completed and accurate before submitting the textbooks 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 if deemed necessary.
- 4.6 Publishers should clear all copyright issues of the textbooks as appropriate.
- 4.7 Publishers should not use expiration of copyright on the textbook materials as a reason to apply for textbook “revision” or “reprint with minor amendments”.
- 4.8 Publishers should pay attention to the curriculum time allocation suggested in the curriculum documents of this subject to ensure that the learning content are 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 will be submitted at a later stage, the suggestions in the Textbook Review Reports for the previous submitted version should be thoroughly followed before submission.

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