

Printed Textbook Writing Guidelines for Senior Secondary Citizenship and Social Development

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 Citizenship and Social Development 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)* 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))
- 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).

2. Curriculum Rationale and Aims

Publishers should make reference to Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4 – 6) (2021). The textbooks should be written to align with and embody the curriculum rationale and aims of the senior secondary (SS) Citizenship and Social Development.

2.1 Curriculum Rationale

The curriculum of Citizenship and Social Development emphasises helping senior secondary students understand the situations of Hong Kong, the country and the contemporary world, as well as their pluralistic and interdependent nature. Through the learning process, students can connect the knowledge learnt in various subjects at the junior and senior secondary levels, and understand, study and explore different topics from multiple perspectives, so

as to construct more knowledge relevant to various themes and build up a more solid knowledge base. Furthermore, students can understand the complexities, major considerations and priorities involved in the topics, decision-making process and different solutions to problems, in order to help students:

- (a) acquire a broad knowledge base, and understand contemporary issues that may affect their daily life at personal, community, national and global levels;
- (b) become informed and responsible citizens with a sense of national identity and global perspective;
- (c) respect pluralism of cultures and views, and become critical, rational, reflective and independent thinkers; and
- (d) acquire skills necessary to life-long learning, and be confident in facing future challenges.

2.2 Curriculum Aims

The aims of Citizenship and Social Development are to help students:

- (a) enhance understanding of society, the country, the human world, the physical environment and related knowledge;
- (b) develop multiple perspectives on contemporary mature topics in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (c) become independent thinkers; be able to adapt to the ever-changing personal, social, national and global circumstances and construct knowledge; understand the complexities of the topics, and the challenges and processes involved in decision-making for making law-abiding, rational and affective analysis, and learning how to handle conflicting values;
- (d) inherit Chinese culture and heritage in a pluralistic society, deepen understanding and sense of identity of individuals with Chinese nationality and Chinese citizenship, and at the same time appreciate, respect and embrace diversity in cultures and views;
- (e) develop skills relevant to life-long learning and strengthen their ability to integrate and apply knowledge and skills, including critical thinking skills, creativity, problem solving skills, communication skills, collaboration skills, data management skills, self-management skills, self-learning skills, and information technology skills;
- (f) develop positive values and attitudes towards life, so that they can become informed and responsible citizens of society, the country and the world.

3. Guiding Principles

3.1 Content

- The textbooks should be written in line with the curriculum rationale and aims stated in Citizenship and Social Development Curriculum and Assessment Guide (Secondary 4-6) (2021) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority.
- The contents must be in line with the Constitution and the Basic Law, enabling students to understand the constitutional relationship between the country and the Hong Kong Special Administrative Region (HKSAR) and deepening students' understanding on the rule of law and situation of our country, so as to enhance their sense of national identity, sense of belonging to our country and civic responsibility.
- The contents and information of the textbooks must be accurate, based on facts, comprehensive with diversified themes, timely and accurate, objective and impartial, and containing viewpoints from multiple perspectives. It is suggested to adopt or make reference to the information provided by the official bodies and organisations with credibility.
- The topics of the textbooks should be relevant to the curriculum, commensurate with the mental and cognitive development of students, contemporary and mature for enquiry, enabling students to grasp the development of the issues holistically and to engage in rational and impartial discussions based on objective facts, so as to construct knowledge.
- The textbooks should help students build up a solid knowledge base, and enable them to have balanced development in the construction of knowledge, application of generic skills in an integrative manner, cultivation of positive values and attitudes, while at the same time enhancing their understanding of society, our country and the world as well as facilitating their participation in learning this subject.
- The textbooks should be written with reference to the recommended lesson time and learning focuses of each theme stated in the Curriculum and Assessment Guide, so as to ensure that the depth and breadth of contents of the textbooks suit the abilities and learning needs of students.
- For issues involving a clear delineation of right and wrong or explicit legal principles, the contents of the textbooks should be clearly detailed with objective facts and justifications, such as constitutional order, historical facts, moral standards, legal principles, and lucidly indicated that there is no room for debate or compromise on these issues, although the contents of which can help students understand events from different perspectives.

3.2 Learning and Teaching

- The design of textbooks, related learning activities and tasks should be in line with the curriculum rationale and aims, commensurate with the level of senior secondary students, helping students develop generic skills as well as positive values and attitudes. In order to cater for learner diversity and provide diversified learning experiences, learning activities and homework should suit different interests, levels and abilities of students. Sufficient information and clear guidelines should be provided in the tasks and suggested learning activities to guide students to think from multiple perspectives and analyse in an objective and impartial manner.
- The design of tasks should not be examination-oriented. Students should be given adequate opportunities to apply what they have learnt, to supplement and extend their learning in the classroom, so as to facilitate students' learning.
- Tasks and learning activities should be able to strengthen the learning effectiveness and extend student learning of the topics. Their design should be diversified in order to enhance students' learning interest. The learning activities and tasks, where possible, should connect with students' daily lives and experiences, as well as curriculum related life-wide learning activities.

3.3 Structure and Organisation

- When writing and editing textbooks, objectivity, impartiality and professionalism should be upheld. The contents should be accurate and include viewpoints from different perspectives. Reliable and convincing evidence and the source of information should also be provided.
- To facilitate students' easy understanding of the contents of the textbooks, relevant and accurate pictures, charts, maps and data should be aptly added.
- Inessential years, names of places and people should be minimised to ease the burden on students. When citing literature, statistics, news articles, views of different people, the sources of information 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 grasp accurate and the latest information should be provided so as to help them understand the development and changes of events.
- Overly specialised or complex information could be provided as footnotes for students' reference if they can help deepen students' understanding of related topics.
- Pictures / images should be aligned with the contents, and supplemented with appropriate explanatory texts.
- Using cartoons and paintings should be particularly cautious to avoid those exaggerated, violent, sensational or indecent images. Also, they should not

contain contents which are inconsistent with facts, involving misconduct, or contrary to positive values.

- The illustrations must be evidence-based. Imaginary or fictitious images should be clearly explained.
- Maps should be concise and accompanied by legends. Tributaries of rivers should be kept to a minimum, and the names of places indicated on the maps should correspond to those in the text.

3.4 Language

- Written language should be used. The language used in the textbooks should be commensurate with the level of language proficiency of students, and the wordings should be concise and easy to understand.
- Chinese Pinyin should be adopted for Chinese names and places for English textbooks. 【For exceptional cases, please refer to 《關於改用中文拼音方案拼寫中國人名地名作為羅馬字母拼寫法的實施說明》.】
- For English textbooks, it is inappropriate to mark the Chinese translation of the glossary in parenthesis. The Chinese translation should be placed in the glossary at the end of each chapter or in the footnote on the same page. Where appropriate, pronunciation of the glossary could be provided to facilitate student learning.

3.5 Textbook Layout

- 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 be in line with the text contents.
- 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.
- 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.

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.