

Printed Textbook Writing Guidelines for Economics (Secondary 4-6)

1. Introduction

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 Economics in a bid to ensure that the textbooks are written in accordance with the specific requirements of the curriculum and “The Seven Learning Goals for Secondary Education” (www.edb.gov.hk/en/curriculum-development/7-learning-goals/about-7-learning-goals/secondary.html) (For details, please refer to *Secondary Education Curriculum Guide* (2017)). For the general principles and requirements for writing textbooks, publishers should refer to the latest edition of the *Guiding Principles for Quality Textbooks* available from the Education Bureau’s Textbook Information website (www.edb.gov.hk/textbook).

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)
- *Economics Curriculum and Assessment Guide (Secondary 4-6)* (2007) (updated as at November 2015)

2. Curriculum Aims and Objectives

2.1 Curriculum Aims

The aims of the Economics curriculum are to enable students to:

- (a) develop an interest in exploring human behaviour and social issues through an economic perspective;
- (b) understand the world in which they live through mastery of basic economic knowledge;
- (c) enhance their general intellectual capacity for life-long learning, through developing their capacities in economic analysis, so that they possess the skills necessary for reasoning about issues and making rational choices; and
- (d) participate as informed and responsible citizens in the decision-making processes of a modern democratic society.

2.2 Curriculum Objectives

Knowledge and understanding

- (a) economic terminology and concepts, as well as elementary economic theories;
- (b) basic economic problems faced by every individual and society, and alternative approaches to tackling these problems;
- (c) the considerations and forces underlying the economic decisions that need to be taken by individuals, firms, institutions and governments;
- (d) the interactions of different economic sectors; and
- (e) the Hong Kong economy and its relationship with the economies of other parts of the nation and the world.

Skills

- (a) interpret economic information presented in verbal, numerical or graphical form;
- (b) apply their economic knowledge to a variety of problems and issues in a range of economic contexts;
- (c) analyse information through the use of economic concepts and theories;
- (d) evaluate information, arguments, proposals and policies from different economic perspectives and make informed judgements; and
- (e) communicate economic ideas and informed judgements, in a clear, logical and appropriate form.

Values and Attitudes

- (a) participate as informed persons in the discussion of economic issues and decision-making; and
- (b) become active and responsible citizens and contribute to the well-being of the local community, the nation and the world.

- 2.3 The textbook should be written in line with the aims and objectives of the SS Economics curriculum and should help users to adopt a wide range of learning and teaching strategies, such as direct instruction, enquiry and co-construction of knowledge. Moreover, it should facilitate the acquisition of knowledge, development of skills and formation of values in students.

3. Guiding Principles

3.1 Content

- The writing of the textbooks should be in line with the curriculum aims and objectives stated in the *Economics Curriculum and Assessment Guide (Secondary 4-6)* (2007) (updated as at November 2015).
- The content should cover all topics in the Compulsory Part and Elective Part in the curriculum.
- The content should be complete, up-to-date, objective and impartial. Information and data must be accurate and relevant to the content. The sources of the data and information (and the dates of retrieving it, if applicable) should also be stated clearly for users' reference.
- Concepts and theories must be correct and precise. They should be discussed and elaborated to the appropriate level, and linked with students' experience as far as possible. The examples and cases chosen should be interesting, authentic, and should be familiar and comprehensible to students.
- Illustrations such as graphs, tables and pictures must be accurate, appropriate and suitably annotated to stimulate and facilitate learning.
- To encourage and facilitate students to read larger amounts of materials on their own, selected further reading lists or related websites could be included to let students read extensively. An index could also be included to make easy reference.

3.2 Learning and Teaching

- Learning tasks, activities and exercises should be designed for a variety of learning situations – recapitulation, decision-making, problem-solving, identifying economic problem(s) from social phenomena/issues, applying economic concepts and theories to analyse economic issues, evaluating arguments, proposals and policies from different perspectives and making informed judgments, etc.
- Formats and foci of learning tasks and assessments should be diversified. The knowledge constructed, integrated use of skills and positive values and attitudes developed and/or assessed through these tasks and exercises should be in line with the curriculum aims and objectives, and should be extended beyond the requirements of public examination.
- Learning tasks and exercises of different levels of difficulty should be provided to cater for learner diversity. Appropriate support should also be provided to guide students to master the concepts and knowledge.
- Classroom and students' activities such as discussion, debate, role-play, simulation game, project work, survey, case study, information collection, essay writing, etc. could also be included as part of the exercises.

- The introduction of broad questions without the provision of sufficient information and guidelines should also be avoided, so as not to exceed the capability of students in terms of their prior knowledge, and deviate from the curriculum objectives.
- There should be tasks designed for students to help them prepare for learning a topic, such as pre-reading of an article or information/data collection related to certain economic issues. Tasks should also be suggested for students' independent learning and further enquiry.
- There should also be tasks and guidelines to help students progressively develop skills of communicating economic ideas in verbal, numerical and graphical forms and making informed judgements or decisions in a clear, logical and appropriate way.
- Stimulus materials in the form of newspaper cuttings, extracts from articles, cartoons, flow-charts, photos, diagrams, statistical tables or graphs, etc. should be provided so that students can have some concrete materials to base on as well as motivation for learning.

3.3 Structure and Organisation

- The organisation of content should take students' prior knowledge and readiness into consideration. The content sequence should be appropriate. New concepts should be built on old ones and should be introduced when and where appropriate.

3.4 Language

- The language used should be precise, fluent, accurate and easy to understand. The level of language complexity used should match with the cognitive development and language ability of the students.
- For textbooks in English, it is undesirable for texts to include translation of terms in parentheses. This practice should be avoided as far as possible and the terms should be restricted to the "glossary section" in the textbooks or at the footer of the respective page.
- Pinyin should be adopted for mainland names and places.
- [*An English-Chinese Glossary of Terms Commonly Used in the Teaching of Economics in Secondary Schools*](#) (2007) developed by the Education Bureau should be referred to where applicable. Where appropriate, guidance on pronunciation could be provided to facilitate student learning.

3.5 Textbook Layout

- To help reduce the weight of textbooks, lightweight paper should be used. Textbooks can be separated into a few thin volumes, or printed in separate modules.
- The design should have had considered the reuse of the textbooks. (For example, materials for one-off use or a design allowing pages to be torn off from the textbook should be avoided as far as possible.)
- The font type is one that is commonly used. The font type and font size should be consistent throughout the 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 contents and information provided in the materials should be correct, complete, up-to-date, objective and impartial. The sources of the information (and the dates of retrieving it, if applicable) should be provided as appropriate. The information in the illustrations and images should also avoid commercial promotions.
- 4.2 Publishers should avoid putting excessive hyperlinks / QR codes in the textbooks so as not to violate the self-containment principles. The contents of the hyperlinks / QR codes should be placed in the teacher's handbooks or the publisher's online learning platforms as far as possible for teachers and students' reference. The hyperlinks / QR codes should link to the websites with high credibility, such as the official websites and the websites of academic institutions, and avoid linking to commercial or social media platforms.
- 4.3 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.
- 4.4 Publishers should clear all copyright issues of the textbooks as appropriate.
- 4.5 Publishers should not use expiration of copyright on the textbook materials as a reason to apply for textbook revision or reprint with minor amendments.
- 4.6 Publishers should pay attention to the curriculum time allocation suggested in the curriculum documents of this subject to ensure that the learning contents are designed with an appropriate quantity and level.
- 4.7 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 contents among all the versions. If another version will be submitted at a later stage, the suggestions in the review reports for the previous submitted version should be thoroughly followed before submission.

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