Printed Textbook Writing Guidelines for the Senior Secondary Health Management and Social Care (Secondary 4-6)

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, etc. of the Health Management and Social Care (HMSC) 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"(http://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) (https://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 and updated in 2025. 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:

- Technology Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (2017)
- Health Management and Social Care (S4-6) 2007 (with updates in November 2015)

2. Curriculum Aims and Objectives

2.1 Health Management and Social Care (HMSC) provides a context for students to understand the concepts of health and healthy practices, to take on responsibility for good citizenship in building a caring society, and to formulate a caring and support system which fits into our local needs and strengths, and assists in better managing the transitions our society is involved in.

2.2 Students work towards the following learning outcomes:

- to be competent in understanding, analysing and evaluating local and global health and social care topics from the perspectives of different stakeholders, and in making ethical and constructive suggestions for promoting a healthy and caring community for the benefit of humankind;
- to realise and act upon their obligations as responsible citizens, which begin with self, family and community, by applying the knowledge and skills learned from the HMSC curriculum; and
- to appreciate the importance of collaboration with others and of working with a positive attitude in the face of adversity and uncertainty.

2.3 Reference should be made to the please refer to the Technology Education Key Learning Area – Health Management and Social Care Curriculum and Assessment Guide (Secondary 4-6) (2007)(with updates in November 2015) for the details of curriculum aims and objectives.

3. Guiding Principles

3.1 Content

- The textbooks should be written in line with the following curriculum documents and related supplementary documents:
  - Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)
  - Technology Education Key Learning Area – Health Management and Social Care Curriculum and Assessment Guide (Secondary 4-6) (2007)(with updates in November 2015)
  - Health Management and Social Health Supplementary Notes
- The HMSC curriculum includes five main topics in the compulsory part and three modules in the elective part. The topics are as follows:

Compulsory Part

- Personal Development, Social Care and Health Across the Lifespan
- Health and Social Care in the Local and the Global Contexts
- Responding to Needs in the Areas of Health (Care, Promotion and Maintenance) and Social Care
- Promotion and Maintenance of Health and Social Care in the Community
- Health Promotion and Maintenance and Social Care in Action

Elective Part

- Extended Study on Health Promotion and Health Maintenance Services
- Extended Study on Community and Social Care Services
- Current Issues of Health and Social Care

- The compulsory part lays the foundation for students' further explorations and for the extension of their studies in specific areas of health and social care and according to their learning interests and future career plans. The elective focuses on creating action-oriented, experiential and contextualised learning experiences for applying the theory and concepts acquired in the compulsory part. All topics in the compulsory part should be covered.

- The learning about health and social care starts at the individual level, and then progresses to the more abstract and complex community, society, nation and world levels. Students are expected to explore health and social care issues at all these levels as well as the relationships among them at an appropriate pace. Students could also learn in a sequence from "understanding" to "action".

- Bias and discrimination should be avoided in the selection of contents, examples, illustrations, activities, etc. Furthermore, information/data should be provided to help students in understanding an issue from different perspectives

3.2 Learning and Teaching

- The HMSC curriculum emphasises on both conceptual and experiential learning so that students with different abilities and learning styles can benefit from the varied teaching strategies and learning tasks.

- Conceptual learning: the teaching supports students to develop thorough understanding of the learning contents and connect concepts rather than the ability to remember disconnected facts and data of health and social issues or services. The teaching starts from illustration of key concepts and follows by presenting the most up-to-date information in order to develop the understanding of the topics and the concepts and provide a springboard for further study of the topics. To demonstrate the deep understanding, the students can connect concepts, apply and transfer their knowledge in solving problems, even in novel situations.

- Experiential learning: students learn from the experiences they encounter. It is learner-centred and activity-oriented. Personal reflection on experience and the formulation of plans to apply the learning to other contexts are critical factors in effective experiential learning.
- A number of cases in authentic contexts of health and social care should be included in the textbooks. The cases in authentic contexts should relate to students' daily experience, and they can learn through investigation, analysis, and applied concepts in these cases. The cases should include relevant background information, together with a variety of learning activities and/or projects, so that their learning experience can be enhanced.
- A variety of activities such as problem-based learning, case studies, debates, reading to learn, IT for interactive learning, field learning and project work should be provided so that teachers can be supported with a wide range of learning and teaching approaches and strategies to cater for the different learning styles, abilities and interests of students and achieve the learning targets of the curriculum.

3.3 Structure and Organisation

- The learning and teaching materials should be arranged in an appropriate sequence, e.g. from easy to difficult, from concrete to abstract. It must also be emphasised that the sequencing of topics in the curriculum is for reference only and should not be taken as the only way in organising the topics.
- Concept clarity is important aspect affecting students' learning. New concepts should be introduced at an appropriate pace and when needed during the development of the text. Effort should be made to help students connect new concepts with concepts already learned.
- Structure of text should be readily apparent to students as evidenced by chapter titles, headings, outlines, introductions and conclusions.
- The text should be coherent at a local level. Pronouns should have a clear referent and the relationship between ideas should be explicit and obvious.
- All statistic figures, wherever appropriate, should indicate the years of publication and the source of information.

3.4 Language

- The terminologies used should align with the glossary of terms commonly used in the teaching of HMSC. The Glossary available from the Education Bureau website (https://www.edb.gov.hk/en/curriculum-development/kla/technology-edu/resources/index.html).
- The language used should be clear, fluent, accurate and easy to understand.
- Pinyin should be adopted for Chinese names and places.
- The interspersing of languages (e.g. English followed by its Chinese

translation or vice versa) in the text is undesirable. The terms, if needed, should be placed at the footer of the same page or at the end of the chapter/ textbook.

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.

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 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 to 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 to facilitate lesson preparation or design of learning and teaching activities. Publishers should be accountable for the quality of the learning and teaching resources they provided.

4.4 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, and wherever appropriate, the respective map review numbers and dates of reference should be quoted. Textbook publishers should also follow strictly the provisions in "公開地圖內容表示規範" issued by the Ministry of Natural Resources (https://www.gov.cn/zhengce/zhengceku/2023-02/17/content_5741977.htm).

4.5 When using images of the national flag, national emblem, regional flag and regional emblem, the following points should be noted:

- **avoid drawing** the national flag, national emblem, regional flag and regional emblem on your own;
- use real photos to show the national flag, national emblem, regional flag, regional emblem, etc.;
- 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.

4.6 It is mandatory for the publishers to ensure that all proof-reading work, including that for language, punctuation, information, illustration, pagination, etc., is completed and the textbooks are error-free before submitting them for review.

4.7 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.

4.8 Publishers should clear all copyright issues of the textbooks as appropriate.

4.9 Expiration of the copyright on the textbook materials is not accepted as a reason for publishers to apply for textbook revision or "Reprint with Minor Amendments".

4.10 The suggested time allocation set out in the curriculum documents should be taken into consideration to ensure that the learning content is designed with an appropriate quantity and level.

4.11 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.

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