

# Printed Textbook Guidelines for Tourism and Hospitality Studies (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, guiding principles for writing textbooks, etc. of the Senior Secondary (SS) Tourism and Hospitality Studies (THS) 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](http://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](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)).
- 1.4 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)
  - *Tourism and Hospitality Studies Curriculum and Assessment Guide (Secondary 4-6)* (2007) (with updates in November 2015)

## 2. Curriculum Aims and Objectives

2.1 Textbook publishers should refer to *the Tourism and Hospitality Studies Curriculum and Assessment Guide (Secondary 4-6)* (2007) (with updates in November 2015).

2.2 The writing of the textbooks should be written in line with the aims and objectives of the SS Tourism and Hospitality Studies curriculum and should adopt an approach that enables students to acquire a broad knowledge and understanding of the tourism and hospitality industry.

### 2.3 Curriculum Aims

The aims of this curriculum are to enable students to:

- enhance their awareness of the importance of the tourism and hospitality industry to our society, the nation and the world;
- acquire comprehensive understanding of the tourism and hospitality industry, in particular the tourism system and aspects of hospitality skills, and personal qualities and attitudes that are valued by the industry;
- recognise the importance of their role as host residents in contributing towards the tourism and hospitality industry;
- develop the intellectual capacity for life-long learning through the application of relevant concepts and knowledge in THS to daily situations;
- appreciate the positive values and attitudes that contribute to the sustainability of the tourism and hospitality industry; and
- explore pathways for further studies in post-secondary institutions and for career development in the tourism and hospitality industry.

### 2.4 Curriculum Objectives

(a) Students are expected to develop knowledge and understanding of:

- the reasons why people travel and how the tourism and hospitality industry meets travellers' needs;
- the interdisciplinary and diverse nature of the tourism and hospitality industry including tourist destinations, infrastructure and superstructures;
- local and international tourism and hospitality trends and issues, and their social, economic and environmental impact; and

- the major functional sectors within the tourism and hospitality industry and the career opportunities available.

(b) Students are expected to master the skills to:

- develop a range of specific and generic skills, including effective communication skills, customer service skills, information-processing skills, critical thinking skills, creativity, and problem-solving skills; and
- apply appropriate skills in a wide range of tourism and hospitality industry and service-related situations.

(c) Students are expected to cultivate positive values and attitudes that will enable them to:

- be willing to introduce local tourism resources to tourists;
- appreciate and respect the tourism resources of other places when they are tourists themselves;
- reflect on the role of tourist-host relationships and develop an appreciation of other cultures, customs and beliefs;
- appreciate the importance of integrity and ethical behaviour in the tourism and hospitality industry, and apply this to daily life situations;
- acquire an understanding of the personal qualities required for successful work in the tourism and hospitality industry, such as courtesy, initiative, adaptability, flexibility, and collaboration, etc.;
- value the importance of sustainability in the tourism and hospitality industry with respect to its economic, environmental, cultural and social contexts; and
- recognise and be able to demonstrate quality customer service

### **3. Guiding Principles**

#### 3.1 Content

- The content should enhance students' understanding of the nature of the tourism and hospitality industry and provide:
  - appropriate coverage of the subject area, including both local and international contexts;
  - an overview of the major tourism and hospitality theories, concepts,

trends and issues.

- The content should be current. Information and data must be accurate and relevant to the content.
- Concepts and theories must be correct and precise. They should be discussed and elaborated in detail, and linked with examples. The examples and cases so chosen should be interesting, authentic, and should be familiar and comprehensible to students.
- The content should motivate students to examine their attitudes and behaviours, and understand their responsibilities, rights and privileges as tourists and citizens.
- The content should cover the geographic, social and cultural information of major tourism regions and tourist destinations.
- There should be multiple perspectives and balanced viewpoints on issues.

### 3.2 Learning and Teaching

- A variety of learning tasks should be included to deepen students' understanding and help them to apply theories and concepts.
- The design of the learning activities should allow flexibility to cater for the diversity of students' interests and abilities.
- Learning activities such as discussion, project work, case study, information collecting, etc. could also be included as part of the exercises.
- Stimulus materials in the form of newspaper cuttings, extracts from articles, photos, diagrams, statistical tables or graphs, should be provided so that students can have some concrete materials to base on as well as motivation for attempting any task of learning. Relevant illustrations and information should be authentic, objective and valid, and avoid using materials with strong subjective stance and biases.
- 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.

### 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.

- The structure and organization of content should be appropriate. It should align with the suggested allocation of lesson time (P.32) in the curriculum guide in order to avoid too heavy contents.
- The content sequence should be appropriate and logical. Key words and concepts are identified and highlighted.
- The structure of the content should be made apparent by means of functional devices including table of contents, chapter titles, headings and outlines.
- An overview can be put at the beginning and a summary or conclusion at the end of each chapter.

### 3.4 Language

- The language used should be clear, fluent, accurate and easy to understand. The level of difficulty of the language should be commensurate with the language ability of the students.
- Pinyin should be adopted for mainland names and places.
- For books in English, it is undesirable for texts to include Chinese translation of terms in parenthesis. 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 Illustration

- Illustrations such as photographs, pictures and graphs should be accurate, appropriate, effective and suitably annotated to stimulate and facilitate learning. Relevant illustrations and information should be authentic, objective and valid, and avoid using materials with strong subjective stance and biases.

### 3.6 Print and Layout

- For ease of carrying and for reducing weight of school bags, the textbook should be printed with lightweight paper, and separated into a few thin volumes, or printed in separated modules.
- 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.

Personal, Social and Humanities Education Section  
Curriculum Development Institute  
Education Bureau  
February 2022