



# -Level up





4<sup>th</sup> Issue

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# Chief Principal's Message

## 總校長的話

The latest publication of A-Journal covers every detail and highlight of A-School life throughout this school year. With articles, interviews and photos written, conducted and taken by students, A-Journal stands out from other school publications because it is prepared by the students who got a free hand in every process, from planning, interviewing, writing, editing, designing, proofreading to printing under the guidance of our teachers. It is surely the best way to showcase the creativity, comprehensive skills, and self-directed learning ability of our students!

Previous issues received positive feedback from both parents and teachers, yet our students are complacent with what have been achieved so far. They follow the school motto "Strive for Excellence" and present us with a series of quality articles that captured their peers' memorable moments inside and outside the campus, including academic achievements, exciting time in the sports field, interesting stories in school life, etc. And you don't want to miss the interviews with our alumni by current students.

The editorial team has outdone themselves this year. I hope you enjoy reading the latest A-Journal as much as I do because I am surprised by the progress they made and the effort they put in it.

最新一期A-Journal記錄了A-School今個學年的精彩時刻。在學校形形色色的印刷刊物當中，A-Journal與別不同，因為它是由同學主導的刊物，在老師的指導下，由內容編排、協調、採訪、撰稿、編校、設計，以至編印，同學都親力親為參與，最能展現同學的創作力、綜合能力及自主學習能力。

過往幾期的A-Journal均獲得家長及老師的正面評價，不過同學們並未滿足於現狀，秉持校訓「追求卓越」的精神，在新一期內用一系列優質作品與大家分享校園內外的難忘經歷，包括學術上的突破、比賽場上的緊張時刻、學校生活的軼事。不能錯過的尚有由同學精心籌劃的舊生專訪。今期A-Journal頁頁可見編採團隊展示的功力，希望大家用心細閱，分享同學們齊心協作的創作成果。



Dr. Chan Wai Kai, Benjamin

陳偉佳博士

Chief Principal 總校長





## 永不終結的 當代藝術教育路

本校繼2013-14年度之後，今年再次憑「古跡·今藝——由走入古跡、搜集舊物、發掘歷史到反思自身和社會關係藝術計劃」，獲得香港藝術發展局頒發藝術教育獎（學校組）。

本校中學部視覺藝術科老師的三人團隊，一直相信當代視覺藝術的學習不只是在視覺藝術室中，老師和學生、繪圖紙和鉛筆、作品和評估之間的關係。在學習藝術的當代語境和藝術創作的過程中，絕對需要與不同的人進行互動和聯繫。除了在校園內，藝術教育亦可發生在不同場域、時間及空間。

有見及此，視覺藝術科由2012年開始，便有計劃地組織校本的「藝術家駐校計劃」（AIR, Artist In Residence）。在過去七年，我們共邀請了十四位本地藝術家到校，包括香港浸會大學視覺藝術院助理教授梁美萍博士、陶瓷講師尹麗娟女士、漫畫及新媒體藝術講師黃照達先生、攝影講師黃淑琪女士、香港理工大學設計學院副教授蕭競聰先生、著名藝術家林東鵬先生、鄧國燾先生、區凱琳小姐、王天仁先生、楊秀卓先生、姚妙麗小姐、羅至傑先生、藝術組合Brainrental等。媒介方面，除了傳統的藝術媒介如繪畫、陶瓷、雕塑、攝影、時裝設計外，更包括混合媒介、漫畫、新媒體、概念藝術等當代新興媒體；這不但令學生對藝術創作更加有興趣，亦令學生對於當代藝術環境及相關行業有更深的體驗，對於他們將來升學及就業有所啟發。

除了豐富及多元的視覺藝術課程及AIR的學習經歷外，積極擴闊學生世界性的當代藝術視野，也是我校視覺藝術科其中一個發展重點。除定期安排學生參觀本地展覽外，學校亦會安排學生走出香港，走到當代藝術世界的最前線，參觀國際級藝術展覽及世界知名藝術館，為的只是讓學生親身經驗真實的當代藝術。自2012年開始，本校安排了多次海外藝術文化交流之旅，足跡到達意大利威尼斯、法國巴黎、美國紐約及荷蘭阿姆斯特丹，參觀了威尼斯藝術雙年展 (Venice Biennale)、羅浮宮 (Louvre)、奧賽博物館 (Orsay Museum)、龐比度中心 (Centre Pompidou)、紐約現代藝術博物館 (MoMA)、古根漢博物館 (Guggenheim Museum)、大都會藝術博物館 (Metropolitan Museum of Art) 及梵谷藝術館等，觀摩國際級大師的創作，並與當地的高中學生進行藝術交流。







除了帶領視覺藝術科同學接觸最真實的當代藝術場域，我們也注重讓學界及社會了解學生的藝術成果，促進藝術交流。每年四至五月期間，我校都會舉行「藝術節」（Arts Festival），總結每年AIR及學生課堂創作的成果。每年五至六月均為該屆視覺藝術科畢業生舉辦畢業展「APEX」，為視覺藝術科的畢業生提供一個由他們主導的展覽平台。過去曾分別於香港藝術中心、香港視覺藝術中心及香港浸會大學傳理視藝大樓顧問均展覽廳舉辦，學生的畢業作品均獲得各大專院校及業界的高度評價。

在濃厚的藝術氣氛下，不少學生於畢業後也繼續升讀本地或海外的藝術及設計學院，努力追逐各自的藝術天空。當中包括入讀紐約的School of Visual Arts、三藩市的Academy of Art University、倫敦的Central Saint Martins College of Art and Design及Chelsea College of Arts、北京的中央美術學院、香港中文大學建築學院、香港浸會大學視覺藝術院、香港理工大學設計學院、城市大學創意媒體學院及薩凡納藝術設計大學（SCAD）等。而其中更有不少同學以優秀的面試成績獲得院校的獎學金。更加幸運的是，校友們亦非常主動地回校分享自己的升學經歷，為在校的同學提供寶貴的經驗及加強他們走上藝術路的信心。

本校於2013-14年度憑「綠是藝術——由物件回收、再造到社區參與藝術計劃」獲得香港藝術發展局頒發藝術教育獎（學校組），令我們的努力得以肯定。事隔三年，我們憑「古跡·今藝——由走入古跡、搜集舊物、發掘歷史到反思自身和社會關係藝術計劃」再度獲得同一獎項，確實為本校的藝術發展寫下歷史性的一頁。不過，這不會是我們的終點，我們會繼續為推動藝術教育而努力。







# “Stay Humble, Hustle Hard”

The A-School Boys' Softball Team, won its 8 consecutive champion in All Hong Kong Inter-Secondary School Softball Competition in 2017.

Our Boys' Softball Team is honoured to make our way to the final this year where we faced Diocesan Boys' School. Smashing the opponent 27:1, our boys were crowned the champion for the 8th consecutive year together with the honour of the Most Valuable Player in the All Hong Kong Inter-Secondary School Softball Competition.

The A-School softball team was founded in 2006, the year that the school was established. With the enormous support from the school and parents, the boys were involved in quality training programmes, given the opportunities to compete in overseas competitions, in China, Malaysia, Singapore, Taiwan, etc, and have made continued success over the years.

“Stay Humble, Hustle Hard” is the motto of the team. The boys not only dominate the field at the Inter-school level, but also become the representatives of the Hong Kong Softball and Baseball Men's and Youth Team. Our most renowned achievements include Men's Softball World Championship, Jr. Men's Softball World Championship, as well as Asia Qualifier for U15 – Baseball World Cup.

Working together as a team is the key to success, every member is a valuable part of the team. In order to strengthen the members, sense of belonging to the team and the school, an Alumni Softball Team was formed. Through participating in the Hong Kong Softball Open League, senior members of the team were able to fuel their passion for the sport and serve as a mentor for junior members. In the coming years, we are aiming at extending our reach to the Girls' Softball Team.

The philosophy of our team is not just about championship. It is also about personal growth and character development. We will definitely continue to strive for excellence and nurture personal development.







**Members of A-School's Boys' Softball Team**

	Class	English Name
1	7A	CHAN Ho Yin
2	7A	YIU Hok Lai
3	7B	NG Shun Hei
4	7C	YEH Hsuan Ting
5	7E	TAI Lok Hay Haven
6	8B	TAI Lok Tim Timothy
7	8C	CHENG York To Nicolas
8	8C	LAM Yu Ting
9	8C	POON Tsz Ho
10	8C	WONG Pak Hin Ethan
11	8D	CHAN Chun Shing Anson
12	8D	CHOW Hei Yee
13	8E	CHEUNG Tai Yin
14	8E	TSANG Hok Hin Hawking
15	9E	CHENG Si Lok
16	9E	CHOI Ho Him
17	9E	LAM Chun Yin
18	10B	CHAN Yui Chit
19	10D	LUI Wang Pok**
20	10E	LAM Wai Kiu
21	12C	CHIU Lok Hang*
22	12C	HO Ngo Chai

\*Captain

\*\*Vice Captain

## Records of A-School Boys' Softball Team

Year	Competition	Award
2008 - 2009	All Hong Kong Inter - Secondary School Softball Competition.	3rd Runner Up
2009 - 2010	All Hong Kong Inter - Secondary School Softball Competition.	2nd Runner Up
2010 - 2011	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: NG Ting Fan)
2010 - 2011	Hong Kong Youth Novice Softball Championship	Champion
2011 - 2012	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: CHEUNG Tak Hei Trevor)
2012 - 2013	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: CHEUNG Tak Hei Trevor)
2012 - 2013	Hong Kong Youth Novice Softball Championship	1st Runner up
2013 - 2014	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: CHING Chun Michael)
2013 - 2014	Hong Kong Youth Novice Softball Championship	Champion (Overall MVP: CHING Chun Michael)
2014 - 2015	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: CHING Chun Michael)
2015 - 2016	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: YU Mervyn)
2015 - 2016	Hong Kong Youth Novice Softball Championship	Champion (Overall MVP: YU Mervyn)
2016 - 2017	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: YU Mervyn)
2016 - 2017	Hong Kong Youth Novice Softball Championship	1st Runner up
2017 - 2018	All Hong Kong Inter - Secondary School Softball Competition.	Champion (MVP: CHIU Lok Hang)
2017 - 2018	Hong Kong U19 Softball Elite Competition 2018	1st Runner up







# Good Things Come in Pairs

**A-School's Tennis Teams have again won the second place in the New Territories Inter-Secondary Schools Tennis Competition, 2017-2018 (Open Grade). But this time, it was won by both the Boys' and the Girls' Tennis Teams.**

Being a team with 6-year history and having many young team members from G7 and G8, it was not easy for our boys' team to enter the final match for four consecutive years to compete with all schools' tennis teams in New Territories. It was also the first time the girls' team entering the final match. Facing many tough rivals starting from round robin matches all the way through the final match, the teams have shown their passion and determination in every game.

Even though they did not get the Champion this year, their spirit would sustain to push them forward. We look forward to seeing the young members to improve and continue to strive for the best next year.

## Development of A-School's Tennis Team

Year	Development
2012-13	Founded
2014-15	Champion in the New Territories Inter-Secondary Schools Tennis Competition (Boys)
2015-16	1st Runner Up in the New Territories Inter-Secondary Schools Tennis Competition (Boys)
2016-17	1st Runner Up in the New Territories Inter-Secondary Schools Tennis Competition (Boys)
2017-18	1st Runner Up in the New Territories Inter-Secondary Schools Tennis Competition (Boys & Girls)

## Namelist of Students Involved (SS/ PS)

Category	Class	Name
Boys	12D	YAU Yuk Hin
	11C	LAW Gregg
	11E	CHOW Hoi Hei
	9D	KWOK Tsz Shing Decky
	9E	MIU Hon Sum
	8E	CHAN Michael Chung Tin
	7A	LI Sheung Long
	7B	CHAN Kwok Shun Dasson
	7C	HUI Yi Hin
	7C	TING Wan Chun
	7E	POON Julien Pok Man
Girls	8D	CHAN Wing Yan Emily
	7A	CHE Sin Yu
	7B	KAN Yan Ling
	7C	CHAN Yee Ting







# GIVE ME FIVE

**A-School's Boys' Football Team excels not only in traditional inter-school football competitions, but also in futsal competition.**

The 2018 Nike Cup is a famous futsal competition in HK. This year we were glad to have been invited to the School Division, together with other strong teams from 11 primary schools in Hong Kong. All teams were divided into 4 groups and played against each other. Only one team from each group could go to the final round on 8 March.

We defeated DBS Primary School and Yaumati Catholic Primary School in the 1st round. They are both strong teams well-known for their devotion to sports. Finally we got the championship by winning 4:1 in the semi-final and 5:0 in the final game. Leung Cheuk Lun from 6E also got the MVP and Top Scorer of the match.

We look forward to their continued passion, devotion and achievement in the years to come in our secondary division.

## Champion in 2018 Nike Cup School Division 5:0

### Boys' Football Team Members

Class	Name
6C	CHENG Tsz Ting
5B	TSUI Ho Yin Matthew
5E	SUNG Kian Chong Hung
6C	CHIU Ching Yu
6C	LEE Chak Shun
6D	LEE Aaron Cheuk Tak
6D	TSANG Cheuk Yin
6E	LEUNG Cheuk Lun *^
6E	NG Jaden

\* Most Valuable Player

^ Top Scorer

## Champion in Shatin Inter-school Football Competition 2017-18

### Football Team Members

Class	Name
5A	TANAKA Yuki
5B	TONG Wan Hei
5E	LI Chung Hang
5E	SUNG Kian Chong Hung
6C	CHIU Ching Yu*
6D	LEE Aaron Cheuk Tak
6D	TSANG Cheuk Yin
6E	LEUNG Cheuk Lun*
6E	NG Jaden
6C	LEE Chak Shun
5B	TSUI Ho Yin Matthew
6D	WONG Ching Yin Marty
3A	SMITH Caleb
4A	YIP Ka Ho
4C	CHIOK Chun Hei
4E	HO Ki Sun
6D	TSO Tsz Fung

\* Most Valuable Player







# Junior English Debate Team

**Our Junior English Debate Team was set up in September 2017. This year, the school has sent two teams to participate in the Hong Kong Secondary Schools Debating Competition (Primary Section), which involves 38 primary teams from 22 schools. Participating teams include prestigious schools like Diocesan Girls' Junior School, Diocesan Boys' School Primary Division, Renaissance College, etc.**

Our debaters are learning fast. With lots of hard work, the Junior Debate Team had its first ever debate after only weeks since its founding. In Round 1, the team debated against Yau Ma Tei Catholic PS (Hoi Wang Rd.) and Ping Shek Estate Catholic Primary School on an interesting and relevant motion: "This House believes that Hong Kong primary students should have more free time in their weekly schedules."

5B Kwok Wo Tin Angelo impressed the adjudicator with his captivating scenario and clear definitions. The research was thorough and his arguments were well organized and supported. 5B Lai Yuen Wo Janice was awarded the Best Debater of the match. A-School's performance was promising.

In Round 2, A-School debated against Diocesan Girls' Junior School and Chinese Methodist School (North Point) on the motion: "This House believes that Hong Kong should legalise e-bicycles." We were delighted to win both debates and continued to impress the adjudicators.

The teams strained every nerve to respond with some powerful rebuttals. The match against Diocesan Girls' Junior School was particularly gripping. A-School struggled very hard to seize the victory in an extremely close neck-to-neck game, eventually surpassing Diocesan Girls' Junior by one point.

Our 5E Tang Hau In, proved her skills in persuasion by providing a comprehensive summary and well-formulated rebuttals, declaring her team's winning. She was presented the Best Debater Award.



In Round 3, A-School debated against Pui Kiu College and Good Hope Primary School cum Kindergarten on the motion "This House believes that Hong Kong should introduce a garbage tax to reduce household waste". Adjudicators praised our debaters for their "mind-blowing" performance, which was "of unusually high standard and better than a lot of secondary school teams in Hong Kong". Team 1 successfully carried the motion and won all three rounds of debates while Team 2 defeated one team. Now A-School is running as one of the finalists in the Grand Finals Competition in June.

We look forward to their continued passion, devotion and achievement in the years to come in our secondary division.

Date	Opponents	Highlights
Nov 20	Ping Shek Catholic Primary School	HKBUEAS won Best Speaker: 5B LAI Yuen Wo Janice
Mar 8	Diocesan Girls' Junior School	HKBUEAS won
Mar 8	Chinese Methodist School (North Point)	HKBUEAS won Best Speaker: 5E TANG Hau In
May 3	Pui Kiu College	HKBUEAS won Best Speaker: 5A CHAN Erin Yuet Kiu
Jun 14	Yau Ma Tei Catholic PS (Hoi Wang Rd.)	HKBUEAS playing in the Grand Finals

**Members of HKBUEAS Junior English Debate Team who have taken part in Hong Kong Secondary Schools Debating Competition (Primary Division)**

Class	Name
5A	CHAN Erin Yuet Kiu
5B	AU Sheung Wang Ryan
5B	KWOK Wo Tin Angelo
5B	LAI Yuen Wo Janice
5B	ZHU Anthony Xin Xiang
5C	CHEUNG Yee Ying
5D	HO Hiu Chun
5E	HAU In Tang
5E	YEUNG Sum Yuet
6A	FAN Chau Yu
6B	MA Chun Nok
6D	NGAI Tsz Tung







# Dancing Ninja

The A-School Jazz Dance Team has once again won the Gold Award in Junior Large Group Commercial Dance Category in both Hong Kong Qualifying Match and Asian Cup 2018 of the Dance World Cup.

Dance World Cup is held in different countries every year. Dancers from around the world need to compete in their own regions in order to fight for a qualification to enter the final. There will be over 1200 teams in different categories in the final.

This year, our Jazz Dance Team has once again won the Gold Award and scored high enough in the Hong Kong Qualifying Match and the Asian Cup. Though the matches were competitive, we are proud to announce that our team eventually gained the qualification to enter the final which will be held in Spain in June.

## Records of A-School's Jazz Dance Team

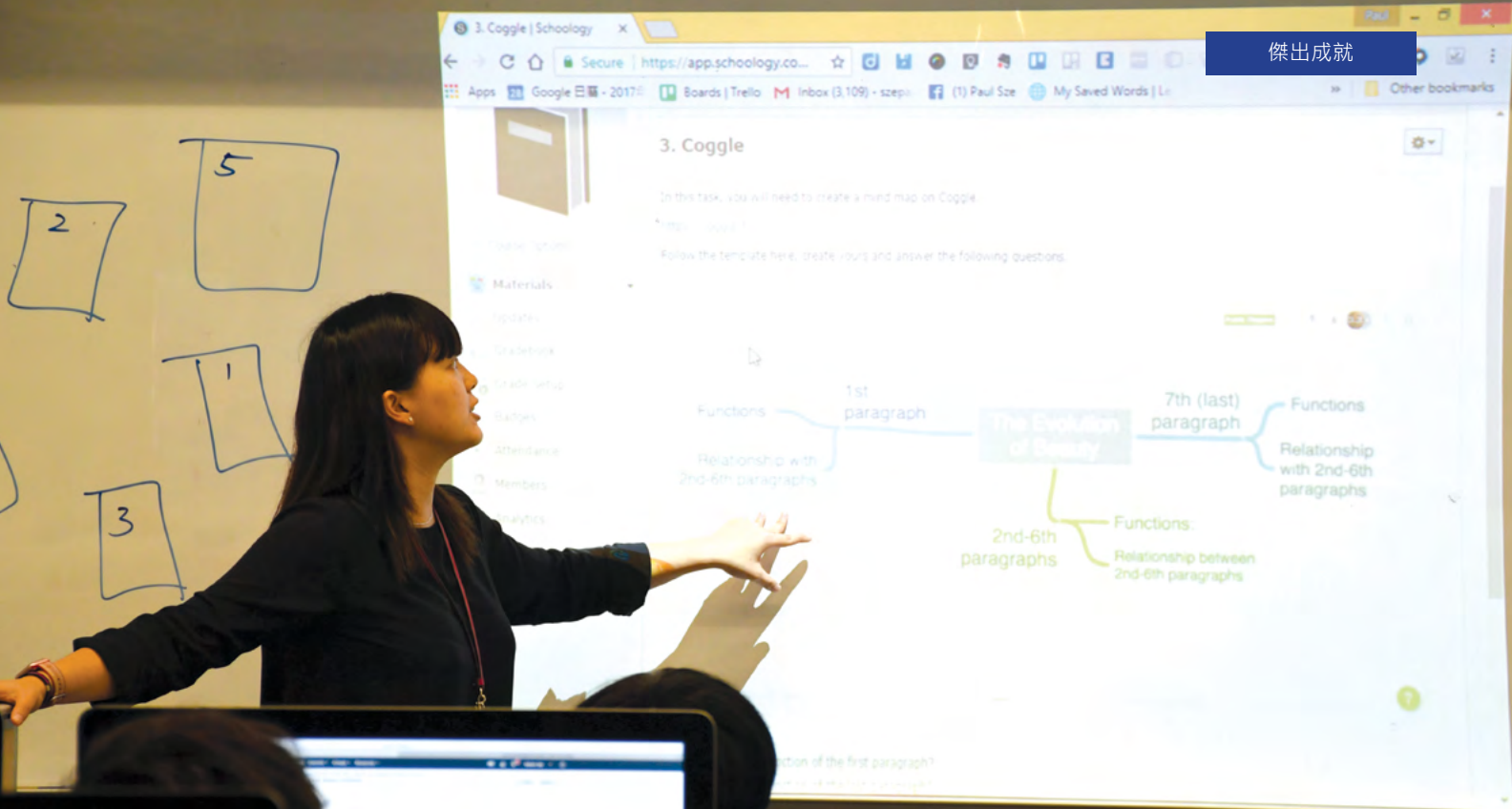
Year	Competition	Awards
2013 - 2014	50th Schools Dance Festival	Higher Commended Award
2014 - 2015	51st Schools Dance Festival	Higher Commended Award
2015 - 2016	Shatin Dance Competition	Gold Award
	52nd Schools Dance Festival	2 x Higher Commended Awards (we had two teams joining the competition that year)
2016 - 2017	Dance World Cup 2017	Gold awards in Junior Large Group Jazz Dance category (Hong Kong Qualifying March and Asian Cup)
	53rd Schools Dance Festivals	Higher Commended Award
2017 - 2018	Dance World Cup 2018	Gold Award in Junior Large Group Commercial Dance Category (Hong Kong Qualifying March and Asian Cup)
	54th Schools Dance Festival	Higher Commended Award
	兩地一心128動樂日 - 街舞比賽 2017	冠軍 (中學及大專組別)



## Members of A-School's Jazz Dance Team who attended the Dance World Cup 2018

Class	Name
8A	CHU Ka Kiu
8B	SUNG Cheuk Ting
8B	YUP Hiu Lam Vanessa
8B	KWOK Atrie
8C	LEE Ching Yan
8C	MAK Hau Yan
8D	WONG Tsz Ki
9A	SHUN Hiu Lam
9E	YUEN Tin Wai
9E	WONG Lok Ching





# TOP 100

**Ms. Jenny Leung, our Assistant English Panel Head and Head of e-Learning in secondary division, was elected the Top 100 Flipped Learning Leaders in K-12 Education Worldwide.**

The Flipped Learning Global Initiative (FLGI) identified the top 100 K-12 educators who are driving the adoption of Flipped Learning around the world. These selected educators are Flipped Learning practitioners from Italy, China, Taiwan, Spain, UAE, the United Kingdom, Turkey, Italy, Korea, Argentina, Iceland, Sweden, India, and the United States. The initiative also identified the top 50 Flipped Learning leaders in higher education and the top 50 Flipped Learning administrators and tech coaches.

Flipped Learning is new in Hong Kong. But it has been adopted in the States and many other parts in the world for over 10 years. When this pedagogy was first created, it referred to teachers making instructional videos so that students could learn the subject knowledge before or after classes, at their own individual space at home. So, teachers and students can do more activities during class time to let students apply the knowledge. At the same time, students of different learning abilities and styles can be personally taken care of. In these 10 years, Flipped Learning has evolved and become more and more dynamic to suit the needs of 21st century education, to equip our students with creativity, critical thinking, collaboration and communication (4Cs) skills.

Ms. Jenny Leung has been adopting this innovative teaching approach in her classes for a few years. The teaching method greatly motivated her students to learn and allowed her with sufficient time to do more activities in class in order to nurture students' 4Cs skills.

In the past few years, she has been actively connected with teachers around the world, and built a learning community with other Hong Kong teachers, to learn from them and to share her practices with them. In April 2018, Ms. Leung was elected by the Flipped Learning Global Initiative, the biggest Flipped Learning organisation in the world, to be the top 100 Flipped Learning Leaders in K-12 Education Worldwide.







# 中國語文

## 校際朗誦節 中文集誦隊七連冠

今年，中文集誦隊迎來了七連冠！這七年來的榮譽，屬於每一個放學後留下來訓練的老師和同學，那飄蕩在禮堂和校園各個角落的回音是他們奪冠路上的印記！比賽當天，全隊整齊劃一，每一個同學不只是高度集中地完成了比賽，更是享受比賽，陶醉於詩詞歌賦中，感受古人的豪情壯志，相信對他們學習中文亦有很大的助益。

### 9E 盧巧諾

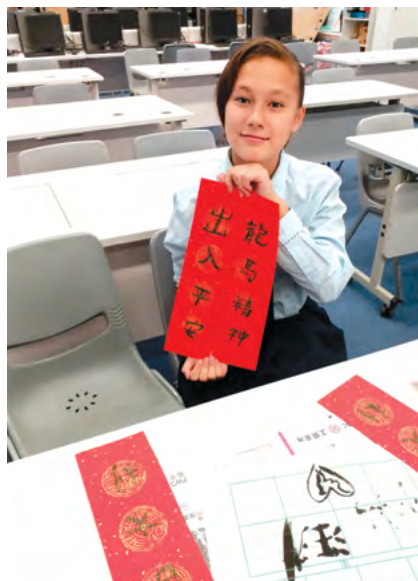
今年是我第二年參加中文集誦隊。記得剛開始練習的時候，我對自己信心不大，只敢輕聲朗讀，但老師則一直在旁鼓勵着我，並教我更多朗讀的技巧。經過數個星期辛苦的練習，我的朗讀水準也慢慢提升。最後我們在第69屆的校際朗誦節，勇奪普通話詩詞集誦的冠軍。練習的過程雖然艱辛，但這些經歷，卻令我體會到『一分耕耘，一分收穫』的道理。

### 10E 余欣衡

起初受邀入隊時，我只感到不耐煩和厭惡，不明白反覆誦讀的趣妙之處。如今回首，才驚覺朗誦古詩詞實是與古人神交的橋樑，不論是「守拙歸園田」的閒適怡然，還是「黃河九天上」的雄奇險象，我們均以跌宕精彩的聲線把其重現。練習固然辛苦，但同舟共濟的隊友、悉心指導的老師總能給予我力量，於我倦怠時有如最堅強的後盾。三年來，我們聯手打過一場場漂亮的仗，「付出甘之如飴，所得歸於歡喜」。感謝集誦隊給予我的一切，點滴回憶、感動，我將永遠銘記。

## 非華語學生課程 中國語文科

為照顧非華語學生的學習需要，今年我校為非華語學生安排中國語文科抽離學習小組課程。課程著重培養非華語學生聽說讀寫能力，提升其漢語表達能力及學習興趣，鼓勵非華語學生善用電子應用程式自習漢語，我校更為他們安排合適的課後支援或試前溫習小組。







### 非華語學生體驗中國文化

我校素來重視文化素養，透過舉辦不同的中國文化體驗式學習活動，例如中秋節猜謎語、揮春比賽、外出參觀、中國文化日、中國書法班和中國繩結班等，令非華語學生透過親身經歷，體會中國文化的博大精深，提升他們學習漢語的動機。此外，我們更鼓勵非華語學生參與學校各類型的活動，在真實情景中使用漢字，提高其交際能力。例如非華語學生在中國文化日負責中國繩結攤位，教導華語學生編織繩結，這除了能提升學生漢語表達能力及學習興趣，還有助非華語學生融入校園生活，建構共融校園的文化。

七年級MASON Brindy Jinine同學自言寫揮春十分有趣，更表示從未想過能夠在揮春比賽中獲獎，她希望以後可以參加類似的活動，進一步瞭解中國文化。



## 文學散步：白先勇《紅樓夢》座談會

爲了提升學生的文學鑒賞能力，我校二十一位學生到香港中文大學參加白先勇教授主持的《紅樓夢》公開講座，隨行的還有愛好紅學的家長。在大學飯堂晚膳後，一眾師生共同參觀大學書店，感受著濃厚的書香氣息，隨後即參加講座。是次講座主題爲「賈寶玉的大紅斗篷與林黛玉的染淚手帕——《紅樓夢》後四十回的悲劇力量」。白先勇教授雖年屆八十一歲高齡，但他卻仍然臉色紅潤，聲音嘹亮，說到興奮處，神態就像小孩。他中氣十足地帶領一眾師生在《紅樓夢》的情節設置、人物塑造技巧、象徵意義、儒道思想中徜徉，深入探討寶玉與黛玉的愛與恨。同學們在講座中細心聆聽白先勇教授的分享，並以筆記摘錄如此寶貴的一課。白先勇教授雖享譽中外，但毫無架子，談吐溫文爾雅，對後輩尤其關懷，和來賓拍照時親切如鄰家伯伯。無論是文學修養，還是待人接物方面，白先勇教授堪稱楷模。是次文學散步，一眾師生皆大有裨益。





# English

A-School students always have heaps of opportunities to have fun and learn English outside the classroom! Let's take a look and see what English activities they have joined in the past few months!

## RTHK visit by junior grade students



Four Grade 8 students, Christopher, Chimmy, Lok Lok and Atrie were invited to a recorded session of RTHK Teen Time programme to share their opinions on their encounter with Typhoon Hato in September 2017. They had complete autonomy to decide their own topic and they eventually agreed to talk about Typhoon Hato because Typhoon Hato seriously affected Hong Kong and Macau residents and thus they wanted to express their views on this issue. They also discussed the influence of having typhoons and how people should not underestimate the power of nature.

The students were excited and had an unforgettable experience in meeting a professional DJ, Ms. Alyson Hau, in a real broadcasting room!



8B Chimmy Chin-Yee YEUNG

"The RTHK visit is definitely a very fresh and exciting experience for me. I've never been to a radio station before, let alone joining a radio programme! This visit lets us experience new things and I'm very blessed and lucky to have the chance to take part in this event!"



8B Yat-Lok MAN

"The RTHK was a whole new experience for me. I've never been to the RTHK station before so that was my first time. My heart was pumping when entering the radio station because I was very nervous. I finally knew how a radio station is like. Joining this wonderful programme made me feel so honoured."

The programme was aired on 24th October, 2017, at RTHK Radio 3.



Our students rehearsing for the play on stage in the Sai Wan Ho Civic Centre

## AFTEC Young Theatre Maker x PBL

Last April to July, 14 Grade 7 to Grade 9 students participated in the AFTEC Young Theatre Maker programme. Students received 18 hours of theatre training for their performance of the play "Bye Bye Baby" in Sai Wan Ho Civic Centre on 9th July, 2017.

The play was about issues that concerned teenagers such as physical disabilities, social insecurities, bullying, and addiction to social networking sites. Since this play involved topics with in-depth research and discussion, students linked this project with their Term P Project-Based Learning.

In order to let the students better understand how being physically disabled was like, they experienced being disabled one day in school by being blind-folded and wheeled. Students exclaimed how inconvenient it was to be physically-disabled, even in an already disabled-friendly campus.





*Students experiencing being physically-disabled*

After such experience, the students had a chance to meet with the only visually impaired teacher in Hong Kong, Mr. Billy Yau. They prepared interview questions based on their experience at school and discussed them with Mr. Yau. Everyone was very enthusiastic and raised really good questions. They even learned how Mr. Yau used his special keyboard to leave statuses and comments on Facebook! After this interview, students were able to understand more how they could help the visually-impaired on the street and learned to show care and respect to the disabled in society.



*Meeting Mr. Billy Yau and learning more about his life*



*Meeting Mr. Billy Yau and learning more about his life*

Students also met with students from another participating school in the AFTEC programme, Ma On Shan St. Joseph School. In the meeting, they played English drama games together and also discussed social issues critically. They even produced improvised scenes to explore the social issues. It was a fun and meaningful learning experience.

After a series of research and activities, students presented different findings and built models, on 8th July, 2017, in the PBL Showcase. The audience of the Showcase were able to walk through the issues they were studying.



*Meeting with students of Ma On Shan St. Joseph Secondary School*



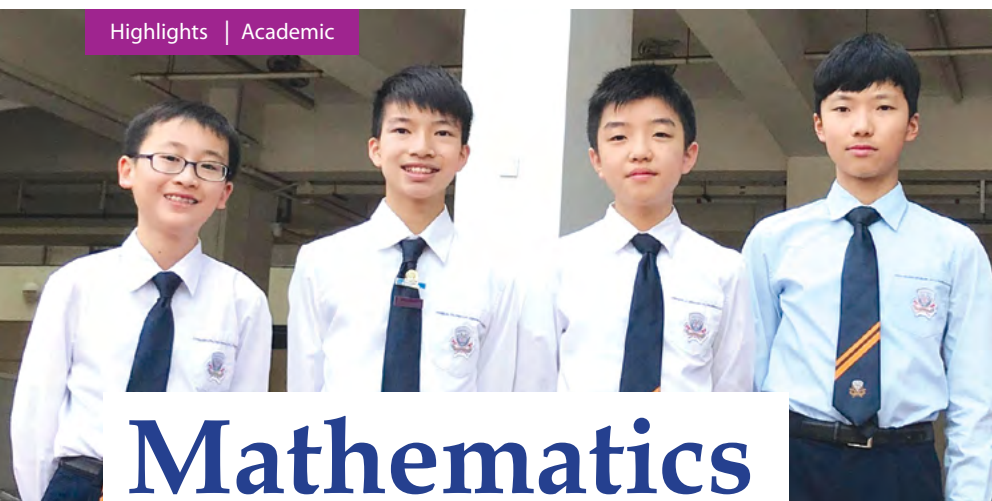
*Students preparing for the PBL showcase*

Ultimately, with the research they've done, and the professional theatrical training from AFTEC, students put on a great show on 9th July, 2017 in the Sai Wan Ho Civic Theatre Centre. Though our students were still quite new in acting, this learning journey was more than just acting. Students also learned to be open-minded to make new friends, to step out of their comfort zone to try something new and challenge themselves, and to understand and show care as well as respect to other members in the community. This is definitely a special and wonderful learning journey that students have experienced in A-School.



*Students holding props in their roles in front of their PBL showcase booth*





# Mathematics

## Mathematics Acceleration Programme - Sharing of Students

Cyrus, Ajax, Fernando and Noah from the Mathematics Acceleration Programme

A-School provides the Mathematics Acceleration Programme to facilitate advanced learning of students who perform well in Mathematics, and also enhance their problem solving and logical thinking skills. Let's review the comments of some students about this programme:

### Grade 7 WONG Kai Chung, Noah

I met some talented classmates through the Acceleration Programme, one from Grade 5 and one from Grade 6. It is a new challenge to me to study Grade 10 Mathematics this year. We have lessons in small groups so the teacher can identify our weaknesses easily. A-School also nominated me to join some advanced courses such as the HKUST Dual Programme. The learning pace is very fast, which covers a lot of topics in a short period of time. Yet, I still find Mathematics interesting and I will try my best to learn as much as I can.

### Grade 8 HO Ajax

I am very grateful that A-School has given me this valuable opportunity to explore some advanced knowledge of Mathematics. I am studying Grade 10 Mathematics including the HKDSE Mathematics extended part Module 2 this year. I have also joined various mathematics competitions like American Mathematics Olympiads (AMO) and Hong Kong Mathematics Olympiad (HKMO). These wonderful experiences allow me to explore advanced Mathematics to expand my vision. I am also glad to have met some new friends and classmates in the HKUST Dual Programme. As a result, I want to thank the school for giving me countless opportunities to explore my talent. Thank you.

### Grade 8 KEUNG Tsz Shing, Fernando

Being a student in the Mathematics Acceleration Programme has been a great pleasure and has vastly expanded my sea of knowledge. In the old days, people used compasses, maps and other necessities to explore "uncharted regions" on earth. It is very similar to learning, which is an ongoing process. We should keep exploring the unknowns of the great vault of knowledge left by giants in the past.

The Mathematics Acceleration Programme has been immensely satisfying and soothing for my bottomless-pit-like craving of mathematical knowledge. I would take this special occasion to express my gratitude to my Mathematics teachers for their generous support in this elite programme.

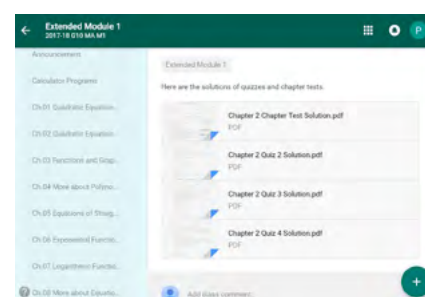
### Grade 8 YAU Chung Nam Cyrus

I am very thankful that A-School gave me opportunities to join the Acceleration Programme and to enroll in different competitions outside of school in these years. I have almost completed the HKDSE Mathematics Compulsory Part curriculum. I have also joined the HKUST Maths Dual Programme Level 2, Pui Ching Mathematics Competition and HKMO this year. I would like to thank all my teachers for their support, especially my PS teacher, Ms. Jackie Chong, who nominated me to join the Acceleration Programme since I was in Grade 4. I will continue my interest in Mathematics.

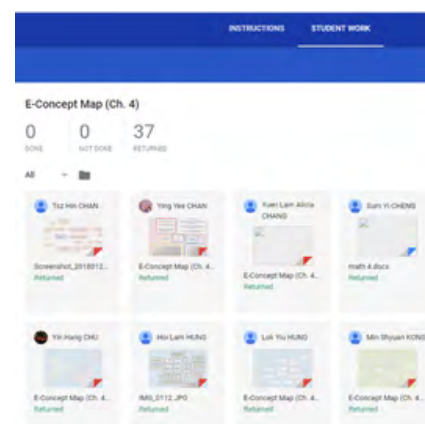
## Online Learning Platform

To facilitate students' self-directed learning, A-School launched an online learning platform using Google classroom where students may submit online homework and digital concept maps, check solutions and access any online materials recommended by teachers. Students may also download supplementary exercises based on individual needs.

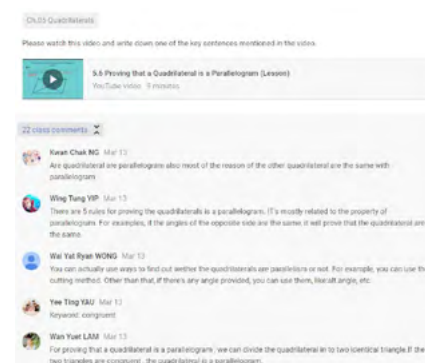
This online learning platform effectively enhances teacher-student communication outside the classroom. Teachers may post questions or videos while students may discuss and express their views online after class. We will keep exploring innovative and effective teaching and learning strategies to cater for students' modern learning habits in the 21st century.



Online solutions to promote self-directed learning.



E-concept maps to consolidate students' understanding in Mathematics.



Interactive discussions through Google classroom.





## Mathematics Week

A-School provides various learning opportunities inside and outside the classroom to develop students' interest in different areas throughout the year.


This year's theme for Mathematics Week was "Global-Mathstation". To expand students' global vision in Mathematics and enhance their interest in logical thinking, a series of Mathematics activities from different countries were held in the Mathematics Week. Each student received a set of custom-designed passport and boarding pass, travelling together to the world of mathematics.

Consistent with the theme, students from the five Chambers have designed some great banners to share their understanding of the Mathematical history from different countries. After voting, Chambers Beethoven and Columbus won the best banner design competition while Chamber Einstein was crowned the overall champion. We are glad to see that the students cherish the learning opportunities beyond the classroom and participated in these activities actively.



## Students' Achievements in Mathematics Competitions

Competition	Prize	Class	Students Involved
International Mathematical Olympiad (IMO) Preliminary Selection Contest - Hong Kong 2017	Gold Award	12E	HO Tsz Chun
Hong Kong Mathematics Olympiad (HKMO)	2nd-class Honour (Heat Event)	11E	CHANG Chun Hei
	3rd-class Honour (Heat Event)	11B	YU Chin Lok
14th International Talent Problem Solving Competition (Finals)	Finals Secondary 2 Silver Award	9D	MAN Hoi Nam
Hong Kong Mathematics Creative Problem Solving Competition	銀獎	8B	HO Ajax
		8B	KEUNG Tsz Shing
		9C	NG Tsz Him
		9D	MAN Hoi Nam
香港青少年數學精英選拔賽	二等獎	8B	YAU Cheuk Nam Cyrus
	二等獎	8B	HO Ajax

Competition	Prize	Class	Students Involved	Class	Students Involved
<b>World Class Tests</b> (世界數學及解難測試) 	School Award (Secondary) for "Outstanding Group Performance & Most Double Distinction"	/	/		
	Double Distinction in Mathematics & Problem solving	7D	NG Ying Yau Michelle	8A	LEUNG Sin Tung
		8A	LEUNG Ching Wei		
	Distinction in Mathematics	7E	LAM Yat Hei	8A	LAU Tsz Shan
	Distinction in Problem Solving	7D	POON Vincent	8A	CHEUNG Hoi Tung Agnes
		7E	CHEUNG Kwan Chiu	8B	LAM Ho Yeung
		8A	CHAN Yin Hang Ryan	8B	SO Wing Kiu





# 通識教育

## | 人文素質及通識周

學習並非只在課堂上。為了讓同學在日常生活中掌握批判性思考能力，並樂於關心社會，本校人文素質及通識教育科每年均舉辦人文素質及通識周。透過不同活動，為學生提供體驗平台，並讓他們表達對社會當前議題的意見。

### 經歷

其中一個重點活動就是親身經歷。同學透過籠屋體驗、於學校範圍內撿拾紙皮及以AR技術體驗深水埗的貧窮問題等，得到一個難得機會去感受社區貧困問題。體驗過後，有同學表示無法想像香港竟然有人在於如此環境下生活。

### 思辯

批判思考莫過於進行辯論比賽。今年的社際辯論決賽辯題為「香港政府是否應開徵資產增值稅」。正反雙方的代表均對議題呈現很高的分析能力，展示出對議題的熟悉程度，亦提出實質的證據去證明自己的論點。

另外，在常識問答比賽中，來自五個社的初中代表挑戰了不同範疇的時事題目。是次問答比賽吸引了很多同學為參賽者打氣，氣氛熾熱。



### 通識辯論賽 2017決賽 辯題： 香港應開徵資產增值稅







## 本校通識教育科特色－中學生通識科「獨立專題探究」支援計劃

本校通識教育科樂於發展新教學法，過去在境外實地考察、融辯入教及發展初中校本課程等範疇，均不遺餘力。在推動高中學生學習專題探究方面，本校亦積極發展新的教學元素以支援學生學習通識教育科。中學生通識科「獨立專題探究」支援計劃（以下簡稱計劃），是本校通識教育組與香港浸會大學傳理系陳家華教授，合作推動香港中學生以內容分析學習獨立專題探究的學習計劃。當中透過發展內容分析個案、教材及網上資源，提升獨立專題探究的教與學。

本計劃主要包括數個研究方法：焦點小組訪問、內容分析法、抽樣調查法及視覺法。我們為每一個方法拍攝了教學短片，並且以一些研究報告和研究過程的素材作為範例。由於有很多學生都有興趣以媒體中的性別角色、物質主義及名人等，作為探究的主題，因此我們也翻譯及撮寫了陳家華教授在相關領域的專業研究，作為研究報告範例，並希望學生在閱讀本計劃的資料後，對這些研究方法和實踐步驟有基本了解。

在該計劃的支持下，本校通識教育組出版了一套參考教材，並聯同香港教育局課程發展(通識教育組)和陳家華教授舉辦多場內容分析法講座及工作坊，與本港通識老師分享相關學與教的經驗。





# Science

## Science Week

The Science Week aims at encouraging students, especially those who are not taking any science subjects in their senior grades, to explore the beautiful nature of science through different activities.



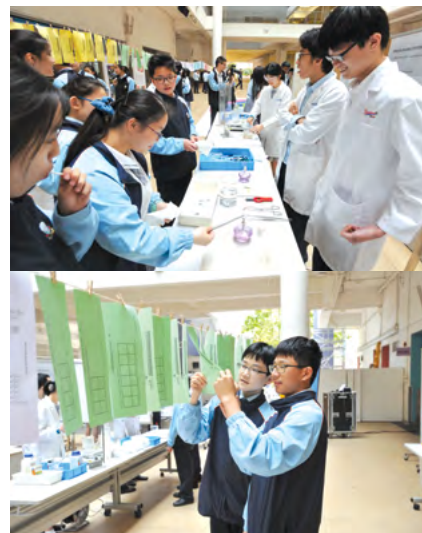
## Biology Day

The main theme of Biology Day is fungi. Mushroom exhibition was held in order to let students get familiar with different types of mushrooms and fungi, coupled with daily applications, e.g. being ingredients of whitening lotion and moisturizer.



## Physics Day

Illusion is the main theme of Physics Day. Different booths about the science behind some of the illusions were set up, including weird sound produced by Doppler's effect, slow dropping ball by Lenz's Law, plasma ball that lights up fluorescence tube at a distance, mysterious levitation and physics behind some visual illusion phenomena.



## Chemistry Day

The third day of the Science Week is the Chemistry Day. Several workshops and demonstrations were set up for students to get hands-on experience with eye-catching Chemistry phenomena, including the Alchemy Coin, smoking bubbles, cyanotype prints, popcorn making, helium voice and the glowing ink. Besides, hundreds of element symbol puzzles designed by G9 to G11 Chemistry students were showcased for peer challenge.





### G8 STEAM Project Showcase – Parachute Landing Competition

10 selected groups in G8 dropped their self-designed parachutes from the 3rd floor to hit the target at the Atrium. They had investigated the use of micro:bit in making their parachutes before. Their mission is to protect raw eggs to land safely on the target.

### Science Quiz

How much do you know about the natural world? The Inter-chamber Science Quiz allows students to show their outstanding science knowledge. Finally, Chamber Aristotle outcompeted others and became the winner. Congratulations!



## Students' Achievements in Science Competitions

In order to widen students' horizons, our students participate in different Science competitions every year. Outstanding performances of some of the competitions are shown below:



### Secondary School Science and Mathematics Competition

The Secondary School Mathematics and Science Competition (SSMSC) aims to promote students' interests in Mathematics, Physics, Chemistry and Biology through competition. The results are shown below:

Name	Class	Physics	Chemistry	Biology
		GRADE	GRADE	GRADE
CHAN Chin Ho Ryan	12C	Distinction	High Distinction	High Distinction
CHAN Pui Lam	12C		Distinction	
CHEUNG Hoi Ching	12C			High Distinction
CHEUNG Kin Wang	12D			Distinction
CHIU Chun Yu	12E	High Distinction	Medal	
KWOK Ka Hin	12D	High Distinction	High Distinction	
LAU Yan Ho	12C	Distinction		
LEE Cheuk Yu	12D	Distinction	High Distinction	High Distinction
LIU Xiaobo	12D	High Distinction	High Distinction	High Distinction
LO Chun Hei	12D	Distinction	Medal	High Distinction
MUN Wing Sum Glodia	12D			High Distinction
NG Mei Yau	12D		High Distinction	Distinction
TAM Matisse Ho Mei	12E		High Distinction	
TSE Cheuk Lam Claudius	12D	Distinction		
WONG Kelly	12C		High Distinction	Distinction
WONG Wing Lam	12D		Distinction	High Distinction
WONG Yiu Hong	12C	Distinction	Distinction	
YIP Ryan Chun Yin	12D		Distinction	
YUEN Chun Hin Luigi	12C		Distinction	Distinction
YUEN Pak Hin	12D	Distinction		



# Personal, Social & H

## Highlights of Humanities Week

(PSHE Subjects: Integrated Humanities, Chinese History, Geography, History, Economics, BAFS)

The Humanities Week was successfully held during lunch recess from 27 November to 1 December.

The theme of this year was 'The Sky Operation - Beneath the Infinity'. The sky is always there, but how much do we know about it? Through activities, we would like to highlight the important physical and economic processes that are being carried out in our sky.

Though there is a limit to the sky's boundary, there is infinite room for human beings to explore. Through the activities we planned during the Humanities Week, we hope students could broaden their horizons and widen their knowledge. More importantly, they could pursue their knowledge in a self-directed way. Like our universe, learning is boundless.

Below are the activities co-organized by the Integrated Humanities, History & Geography subjects.



Our G7 Students with their good quality models



Tossing the die for the flying chess



Let's fly high!



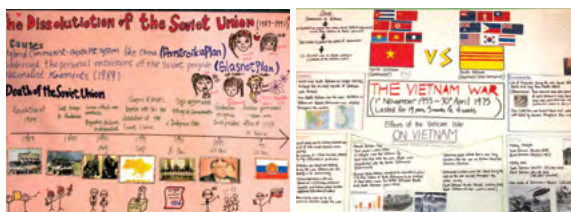
Did I get the answer correct?

To facilitate self-directed learning, students were required to choose one topic to investigate on their own. In Term 1, each G8 student needed to make a leaflet about an environmental issue in China, and the G9 students had to make a report and a board display about an event during the Cold War or a contemporary period (on a group basis).

Some brilliant works are as follows:



G8 leaflets



G9 board display



In December, the G8 students joined the event "Hot is Cool - A Cultural Dialogue Between Finland & Hong Kong". The event was endorsed as an official "Finland 100" centenary celebration programme. The event featured a theme of Finnish Sauna and Hong Kong Pavilion. A series of inspiring cultural programmes were included, like the sauna experience, design exhibitions, cultural salons and creative workshops. We learned a lot about the Finnish culture. What a nice experience!



Our paper birds



Inside the Sauna House



# Humanities Education

## Geography

Starting from 2019, a compulsory question based on fieldwork will be set in the DSE examination. Hence, field studies are becoming increasingly important in this subject. In Term 1, the Geography Department conducted several field trips for G10 to G12 students.

Autumn is the best season for outings. In November, G12 students went to Sheung Wan and Wan Chai to get first-hand data about the changes in the urban landscape. We got a chance to visit the Blue House, right after its new rental scheme with St. James Settlement & the grant of the Award of Excellence, the highest level in 2017's Unesco Asia-Pacific Awards for Cultural Heritage Conservation.



*Witnessing the changes in Sheung Wan (G12)*



*Standing in front of the new icon of Wan Chai (G12)*



Apart from field studies, to increase students' knowledge, we also attended a seminar conducted by the Geography Faculty, CUHK in September. Can you see who was with us in this photo? We were indeed very lucky.

On 27th of November, our G11 students attended a field study about the coastal development in Cheung Chau, organized by the Caritas Chan Chun Ha Field Study Centre. We needed to work on the beach to measure the beach gradient and even go into the water to collect data about the wave processes. Luckily, the temperature was not cold that day.



*Exploring the coastal development in Cheung Chau (G11)*



*Low tide at Ma Shi Chau enabled us to line up in a row (G11)*

In early December, the G10 and G11 Geography students went to Bride's Pool/Mirror's Pool and Ma Shi Chau respectively. These two sites are must-go places for learning fluvial landforms and rocks in Hong Kong. Though we felt very tired after hours of walking, our spirits were high as we could see so many spectacular landforms and interesting rocks in their natural setting.



*Sitting by the rapid and the pothole (G10)*



*Our destination - Bride's Pool (G10)*



# Personal, Social & H

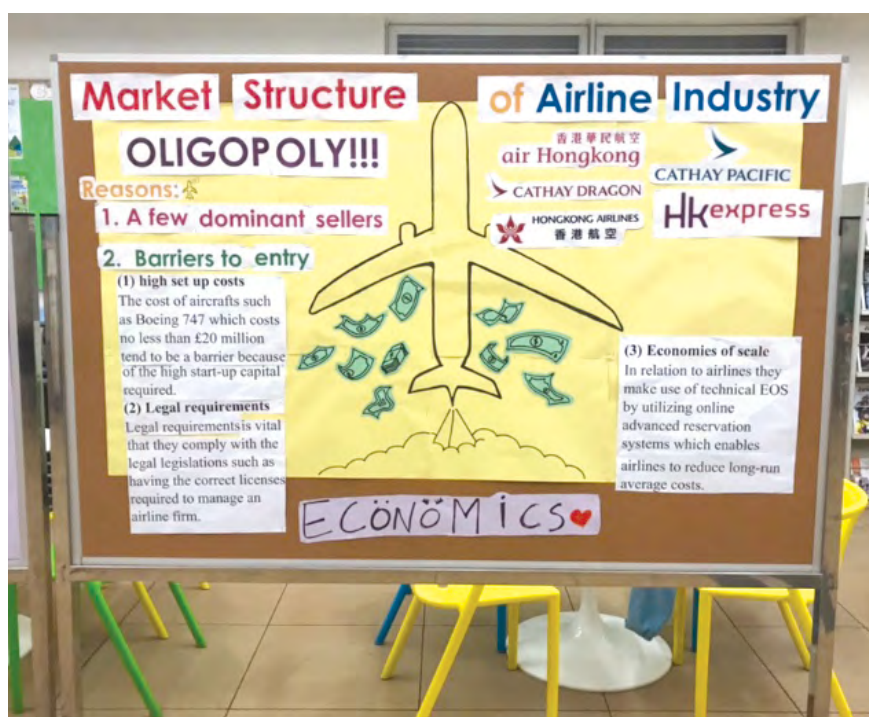
## ECONOMICS in the Sky

In the Humanities Week this year, we followed the theme 'The Sky Operation - Beneath the Infinity'; and looked into the "Economics in the Sky".

Traveling is one of the favourite activities of Hongkongers, while the airline industry is one typical example of oligopoly market structure.

Budget airlines are becoming more and more popular in recent years.

A group of students prepared board displays to show their findings about airline market structure and the successful factors of budget airlines.



Game booths were set to encourage students, both ECONers and non-ECONers, to understand more about the airline industry. Through the activities, we hope students can understand Economics is not only a subject in textbooks, but is a set of tools that can be applied everywhere in our daily life.



## 中國歷史

《太史公自序》：「究天人之際，通古今之變，成一家之言。」這是西漢史學家司馬遷，亦是古今修習史學者的終極理想。要培養史家精神，不能單從書本汲取知識，更要像司馬遷一樣動起來！



把一班喜愛中國歷史的同學組織起來，共同籌劃各類推廣中國歷史的活動，與眾同樂！

人文學科周期間，中史學會設置「中國古天文」展覽及攤位，吸引中小學生參與，一起動手製作模型，不亦樂乎！





# Humanities Education



香港中文大學歷史系客席教授丁新豹博士蒞臨本校演講；同學跟著名學者交流，獲益良多！



同學參加絲路交流團，既讀萬卷書，亦行萬里路！



日晷是通過觀測太陽影子讀取時間的裝置。借助谷歌地圖(Google Map)，同學可製作個人日晷，並掌握日晷的運作原理。



指南車是古代辨認方向的儀器；同學把不同組件裝嵌成指南車，了解儀器的結構。



候風地動儀是古代偵測地震的儀器；同學親手製作立體紙模型，並欣賞候風地動儀所融合的科學與藝術相結合的特點。

## Business, Accounting and Financial Studies

25 students from G10 and G11 learned how to run a business under 2017/18 Junior Achievement Company Programme (JA CP) organized by the Junior Achievement Hong Kong. The programme seeks to nurture a new generation of entrepreneurial, innovative and civic-minded talents for Hong Kong. It is one of the largest youth entrepreneurship programmes in Hong Kong.

Our students' company, "TAILORED", was set up with the vision of promoting happiness in studies. TAILORED believes that studying with art can instill joy, sparkle and motivation into study life. In this regard, TAILORED designed the tote bag as well as a wide range of stickers to allow its customers to create their tailored-made stationery or study-related items. Being designed by our students, all TAILORED tote bags and stickers were unique and filled with passion for study.

Our students showcased their products at the JA CP Trade Fair, which was held at Kwun Tong Promenade. There were over 100 other teams who joined the Trade Fair.

Throughout the activity, students have acquired hands on experience of running a real business, from team formation, capital raising, business plan development, product development, marketing and sales to liquidating the company.



Junior Achievement Company Programme 2017/18 Trade Fair.



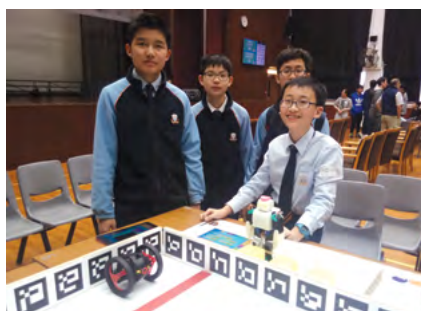
# Information & Computer Literacy/ Information and Communication Technology

Information & Computer Literacy (ICL) is a school-based subject in Grades 7-9. It integrates the Junior Secondary Computer Literacy curriculum suggested by EDB and our school-based curriculum related to IT. The whole curriculum design aligns with the structure of the New Senior Secondary Information and Communication Technology (ICT) curriculum. ICL aims to equip students with 1) the essential knowledge, concepts and applications of information, communication and computer systems, 2) problem-solving and communication skills, critical thinking and creativity, 3) skills of competent, effective, critical, ethical and confident users of ICT, which will support their lifelong learning. In ICT, students are encouraged to 1) develop knowledge and understanding of the range and organisation of computer systems, and the interrelationships between hardware, software and data, 2) demonstrate an understanding of methods for analysing problems, planning and implementing solutions using ICT, 3) nurture responsible and positive attitudes towards the use of ICT.

All learning materials and assignments are in electronic format and all materials are designed by the ICL/ICT teachers. ICL/ICT keeps abreast of the current IT trends and promotes learning by doing. Flipped classroom and reference web links are used for self-study. For IT elites, we have focused interest group activities after school and elite training. In recent years, students got outstanding results in external competitions such as Merit Award in MOS Word 2016 and School Level in MOS/ACA Skills Competition 2017, Silver Medal (Senior Group), Hong Kong Olympiad in Informatics (HKOI) 2016-17, Champion (Senior Secondary Group) and Outstanding Award (Junior Secondary Group), Inter-School IT Elite Challenge 2016, Certificate of Distinction (Junior Group), Canadian Computing Competition Hong Kong Contest 2016. Students also showcased their projects in public events like Microsoft Education Forum, Hong Kong Education University STEM Exhibition 2017, DSS STEM Fair and Learning & Teaching Expo.



Champion (Senior Secondary Group), Inter-School IT Elite Challenge



Students joining Smart Kiddo Competition



Robotics and Smart Technology Club students attending Arduino Class



A-School ICT 5\*\* alumnus's sharing in an ICT lesson



Students showcasing in the DSS STEM Fair





# Music

## Winter Concert

The concert was successfully held on 1 February 2018. The feedback from guests, parents, students and staff was extremely positive. Here are some words from the students.

### 11C Hung Yan Yee Bertha

*As the Choir Captain for the past three years, I have faced a number of difficulties in managing and leading over 150 members. There are only a few chances for the joint choir to practise before the Winter Concert, so each of the rehearsals was crucial to our performance and we had to pay our greatest effort during each practice. Although the process was tough, I was glad to be part of this phenomenal event. This was definitely a remarkable and fruitful experience in my secondary school life.*

### 9A Leung Sum Yee

*I was honoured to get involved in the "Voyage of Music". It was my pleasure to play in the orchestra and perform for everyone. It was a fantastic performing experience for me. Through the performance, I could see that the school orchestra has made a big improvement. At first, I was worried that I would mess up the whole performance. Luckily, my friends and teachers supported me. I have learnt a lot from this concert such as responsibility and team spirit. I would like to thank the Principal, teachers and parents for giving us an opportunity to perform in such a nice place.*



### 9B Leung Sin Hang

*The music played in the St. John's Cathedral in Winter Concert was totally different from that in the school hall. I could still remember how beautiful the music was in the Cathedral.*

*The weather was so cold that night but I was sure that the beautiful and brilliant performances of our talented schoolmates and honourable guests did warm the cockles of the audience's heart!*



### 6D Samantha Kwok

*When I see the online videos and pictures of the Winter Concert, I always remember those happy times we sang and performed our best on that day. I enjoyed singing on stage mostly because I could share the joy and happiness with the audience. Secondly, it's a good chance to show our hard work to our beloved families, teachers and schoolmates. Although it was very cold that day, I felt warm during the show since the audience gave us a lot of encouragement.*





# Physical Education

A-School PE curriculum includes a wide span of sports activities aiming to provide comprehensive and joyful experiences to our students in order to develop good levels of skills and fitness, as well as positive attitudes and behaviours towards PE and sports events.

## General PE Lessons:

Apart from the traditional team sports like, racket sports, athletics, swimming and gymnastics, there are also different new challenging introductory activities offered to our students this year.

Different grades are assigned different sports activities in addition to the normal curriculum to expand their horizons and let them explore their interests and potential.

Grade 7	Fitness Tests by BGCA	Grade 10	Golf
Grade 8	Fencing	Grade 11	Cycling
Grade 9	Rope Skipping	Grade 12	Sport Climbing

With the extensive list of activities being provided, our students are active in learning new sports and motivated to engage in regular exercises, hence, more likely to establish a balanced and healthy lifestyle.



## A-School Sports Teams

A-School Sports Teams have kept the momentum of last year and continued to strive for better results in different competitions. Our Boys' Softball Team has still dominated the pitch and was awarded the 8th consecutive champion while the Boys' Tennis Team showed great spirit and entered the final for the 4th year in a row. We just fell short in the final and claimed the 1st runner-up. Another rising team is our Girls Tennis Team. The girls tried their best to get into the final for the first time but lost to the opponents with their heads held high.

*Tennis Team*



## Schools Teams Updates:

In order to promote the teams' cohesion and sense of belonging, a sports team's towel is designed and given to each team member as a gift of appreciation. Thanks and credits must be given to the parents who kindly produced and donated the towels in supporting our school teams.

Furthermore, with the initiatives of our SU and Chambers, a cheering team was formed to support our Boys' Softball Team during the final match. The cheering team showed great spirit and provided extra motivation to our team to excel and win the match.

It was a fascinating scene to see alumni, students, parents and teachers coming to support and cheer for our school team in unison.



*The whole school supporting our school teams*



# Reading Team

*Reading: The best way to hydrate your mind*

## Reading Periods

To widen students' horizons, we have set different reading themes for the weekly reading periods. In Term 1, we covered topics related to poverty (for LS Week), atmosphere, airlines and airline business (for Humanities Week), computer literacy (for ICT Week), etc. Students and teachers were also invited to recommend their favourite books in the morning assemblies and reading periods.

## Reading Weeks

During the Reading Weeks, a series of activities were arranged for our students, such as Chinese and English riddle games, Chinese and English book exhibitions, Reading Talk, Literature Walk: Writing Workshop and Seminar "文學散步及白先勇教授《紅樓夢》講座", Book on Stage: Short Video Competition (for G7-8 students only) and movie appreciation.



Winners of Book on Stage (G7)



English language game booth



Book exhibition



Ms. Fan Kim Mui and our library prefect team



Chinese Language Game Booth

We invited Ms. Fan Kim Mui (范劍梅) to share with our G7-9 students on the topic of "What kind of person you would like to be?". Ms. Fan was once a school librarian and a Chinese Language teacher. Currently, she spends most of her time in delivering talks and book sharing in secondary schools in Hong Kong. In an hour of her sharing, Ms Fan recommended 40 books in a very lively and interesting way. She shared with us how she was inspired by these books.



Literature Walk - Workshop and Seminar

## Library

We have recruited 21 student librarians this academic year. Training workshops are organized periodically. Besides, our parent volunteers have also offered much contribution to the operation of the school library. Let's express our sincere gratitude to them.



Training workshop for library prefects

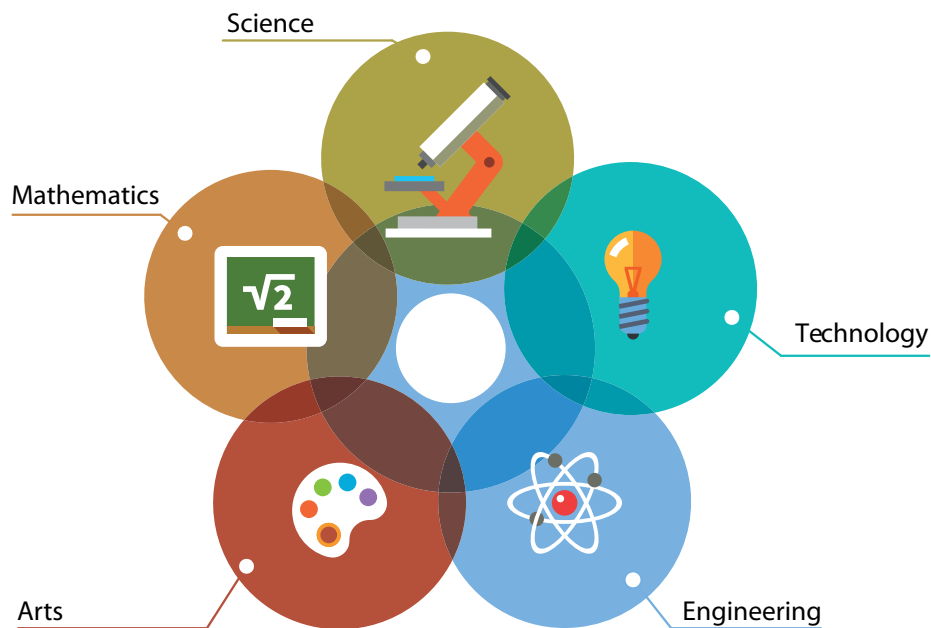


Our Library Parent Volunteers



# STEAM Education

STEAM stands for science, technology, engineering, arts and mathematics. STEAM is important because it pervades in every part of our lives.



## Our Objectives:

- Strengthen students' ability to integrate and apply their knowledge across STEAM subjects
- Cultivate students' high-order thinking and decision-making skills
- Develop students' self-directed learning and problem solving ability

## Our Strategies:

### General Education

- Infusing small-scale STEAM activities in Integrated Science, Information & Computer Literacy, Visual Arts and Mathematics lessons.
- Launching school-based STEAM projects:

#### Grade 7 :

#### 'A better place for living':

Students are required to work in groups and design a device with a solar panel and micro:bit that can improve our living.



#### Grade 8 :

#### 'Gravity Challenge':

Students are required to work in groups and design a parachute and a container to protect an egg with micro:bit from being broken during landing.



#### Grade 9 :

Excursion to Tokyo to study the STEM development in Japan.



## Elite Education

Students are encouraged to join STEAM activities organized outside school, e.g. competitions, workshops and exhibitions.



Inter-school IT Elite Challenge



Smart Kiddo Competition



DSS STEM Fair

## STEAM Lab

STEAM Lab was newly established on the 5/F in Secondary School Campus. It is equipped with modern technologies and equipment with the state-of-art interior design. It is designed mainly for facilitating STEAM education in A-School.



Overview of STEAM Lab



3D Printed Models and Products



HTC Vive VR System

Virtual Reality (VR) is another focus in ICL and STEAM education. STEAM Lab is equipped with a set of HTC Vive and powerful computer for VR development and experiences. Android mobile devices and VR headsets are also available for VR & Apps development in ICL lessons and experiments in STEAM education. What a good opportunity for students to gain "real" experience of something that is least likely to experience in school settings such as studying different organs in a human body.

With the 3D printers, students can design their own 3D models on computer and print out real objects. Micro:bit sensor boards, sensors and actuators are also available. Students can pick any necessary resources for their STEAM projects. Movable tables and chairs are placed everywhere to facilitate group work, while large multi-touch TV is useful for daily teaching and lesson demonstration. With a green glass wall, students and teachers can brainstorm anything and freely write their ideas there for sharing or discussion.



Teachers having Professional Development on VR in STEAM Lab





# 鼓動未來——中國鼓隊

「鼓手」在大家的印象中，可能是搖滾樂隊中永遠站在最後，最不為人知的一員。流行曲一般都以音樂旋律、歌聲和歌詞為焦點，「鼓聲」雖是靈魂，卻往往被視作陪襯。相反，「鼓聲」在中樂曲風裡，角色更見突出。然而在很多中學，它並不普遍，要成立並維繫一支中國鼓隊，殊不簡單。我校的中國鼓隊發展多年，到底練就了一套怎樣的功夫？

我們訪問了蕭楚瑩、黃芍嵐、陸筠貽、吳坤澤和何思澄五名中國鼓隊代表，並嘗試找出箇中答案。

文紫韞 訪問、記錄及整理 梁邵邦 崔逸之 攝影

**「這些技巧統統都是功夫，絕非一朝一夕能夠掌握。」—黃芍嵐**

鼓，為中國傳統敲擊樂器，一開始用於典禮、通訊、軍事等實用性場合，後來因其鮮明的音色和節奏，結合於歌舞的音樂之中，成為一種藝術。一隊中國鼓隊需結合不同款式的鼓，通過敲打位置來完成樂曲。配合得宜的鼓聲，講求的便是節奏、音色、力度與速度。然而人們對中國鼓的不認識，單看鼓手揮灑自如的鼓姿，而對中國鼓有容易掌握這種誤解。

## 激昂背後

「不知何故，很多同學覺得中國鼓這種樂器易於掌握，隨便一敲便成一首歌，聲量也足夠奏出振奮的音樂，不需要特別

技巧。其實不然，奏出激昂樂曲的，正是鼓手的細膩。」蕭楚瑩解釋：「中國鼓對節奏感、左右手的配合均有嚴格的要求，我們需要拿捏好哪一邊是重拍、哪一邊要放輕。」黃芍嵐補充：「打鼓講求的握棍方式和力度、手腕活動的速度和靈活度以至敲打位置的準繩度。絲毫偏離，都會影響音色。這些技巧統統都是功夫，絕非一朝一夕能夠掌握。」

除了在個人層面要做好，陸筠貽表示與隊中各人的配合也極為重要。她說：「在中國鼓中要完成曲目，需要通過敲打不同種類的鼓，讓它們之間產生共鳴，才能完成曲目，因此每人的節奏感與準確性也極為重要。」除了不同技巧，記憶力亦是不可或缺的要素。何思澄表示：「每個曲目也有七分鐘以上，我們每次比賽表演，也要熟記樂譜和動作。」可見中國鼓對鼓手記憶力的要求也極高。

**「沒有捷徑，只有不斷下苦功。」—吳坤澤**

## 障礙

面對嚴厲的要求，鼓手難免在練習的過程中遇到困難。蕭楚瑩便分享自己經常跟不上隊友的節奏，常打錯又總練不好，感覺拖累了大家。有類似經驗的陸筠貽，也表示自己學習和打鼓的速度比較慢，因此也經常跟不上隊友的步伐，花式也學不好。除了進度的問題外，熟記樂譜內容，也是鼓手的一大困難。吳坤澤表示自己常記不好樂譜，即使想起拍子手卻跟不上，有時候更會打錯。但身為領鼓，自己出錯便會影響整隊的表現，記不上樂譜成了他的一大阻礙，使身負重任的他倍感壓力。





## 九十九分努力

「打好中國鼓沒有捷徑，只有不斷下苦功。」吳坤澤說。雖然中國鼓較難帶回家中，但五位同學都會以自己的方式在家中練習，如用手指敲打不同物件：枕頭、桌子、書或沙發等，統統都是練習工具，務求把敲打的力度與節奏，拿捏得更準確。只有在日常訓練外自行「加操」，才能做到熟能生巧，而不斷努力的收穫，正是那技巧上的提升。

## 成長

談及鼓隊的進步，五位同學認為隊員比以往團結，即使增加練習也毫無怨言；隊員學習曲目所需的時間也比以往少，今年還獲得不同的獎項。這些都是大家不斷努力進步和成長的證明。

除了自己的練習，教練的辛勞也是功不可沒。教練會把隊員不熟悉的部分、或正在操練的新曲目，拍成影片，教導隊員，讓隊員們能跟著影片回家練習。他們表示教練在影片中打鼓的姿勢、氣勢、和投入歌曲的表情，都成了他們學習、追趕的目標。除此以外，教練還會不厭其煩地把隊員做得不好的部分，作鞏固及強化訓

練；更會特意安排鼓手們參加對手能力較強的比賽，讓隊員從中學習對方的技巧，遇強愈強。教練的用心，點燃了鼓手們心中的鬥志，這團火不僅令他們團結，更成為了他們努力練習，及以獲獎為目標的一大推動力。

## 「這山西之旅，令我從新認識中國鼓。」— 陸筠胎

### 挑戰

與大多校隊一樣，五位同學均認為鼓隊面對的最大挑戰，是人材培訓。一是比起早已在練習曲目的舊隊員，身為新手的他們未必能追上進度；二是鼓隊中隊員之間需要有一定默契，才能有更好的配合度。但默契是需要通過長時間的相處與觀察才能培養的，因此如何在短時間內與新的隊員磨合也是一大困難。但他們都認為，新血的培訓一定需要時間，不能操之過急。他們唯一能做的，是多與新隊員一起練習，除了能指導他們，也能增加相處的時間，從中培養彼此的默契。

學習中國鼓多年，五位同學表示最令他們印象深刻的經歷，非2017年的山西交流莫屬。蕭楚瑩解釋：「山西有很多關於中國鼓的歷史，那裡差不多每個人都會打中國鼓。這次交流可謂拓闊了我們對於中國鼓的眼界。」黃荊嵐表示：「在交流活動中，我們了解到不同獨特的打鼓技巧。其中更跟同團但不同學校的師生，學習山西絳州傳統鼓式——秦皇點兵。」除了技巧，陸筠胎補充道：「我們在那數天，還到了不同地方參觀，加深我們對於中國鼓歷史與製作過程的認識與了解。這次山西之旅，可以說是令我重新認識中國鼓。」

### 鼓動未來

五位同學表示，由於教練想讓他們有不同的嘗試，中國鼓隊的比賽曲目不再限於鼓樂節的廿四式之中，因此他們的參賽組別由以往的中學組升上了公開組。更強的對手，成了今年比賽中的挑戰，因此他們希望在今年的比賽中獲獎。除此以外，他們也希望中國鼓隊能在未來的日子，發展成更大的規模，讓他們能打出更具變化的曲目。最後，隊員們也希望中國鼓能被其他同學認識，讓其他人也能體會到中國鼓有趣、帥氣的一面。



## 中國鼓隊成就簡介

獎項	2017-18	第三屆香港 敲擊樂大賽 - 亞軍
	2015-16	第十三屆香港活力 鼓令24式擂台賽 - 季軍
表演	2017年10月	鼓舞群英
	2017年10月	敲擊樂薈萃
	2018年2月	城門河畔鼓聲揚



## 後記

自升上中學以後，才第一次在中國文化日欣賞中國鼓的表演。當時除了被鼓手齊整的動作、氣勢如虹的演出所震撼，也為中國鼓能憑著簡單的音調而可奏成一首完整曲目所驚歎。今次訪問過後，除了更切實地感受到打好中國鼓的困難，隊員間燃燒的那團烈焰也深深的感染著我。我想這便是中國鼓最吸引人的地方：雖具有重重挑戰，但卻可點燃起如火焰般的鬥志與熱情。







# 彩舞飛揚 — 中國舞隊

外界一直對中國舞有許多誤解，以為是女生才會做的事。事實上中國舞是一種不分男女，對舞者多方面也要求極高的表演藝術。它對舞者在體能上、技巧上的要求，絕不亞於一般體育運動。

在香港，因為種種原因，學習中國舞的人寥寥可數。本校的中國舞隊亦曾面對同一難題，他們是就此解散，抑或奮發圖強？我們請來兩位中國舞隊隊長，張珏菲和蟻婷蔚同學，跟我們分享箇中點滴。

文紫韞 訪問、記錄及整理 梁邵邦 攝影

## 挑戰

2015年的暑假，中國舞隊從十多人的校隊，變成只剩六位隊員。當時，很多同學也想嘗試不同的活動而退隊。剩下的隊員們被告知由於人數太少，中國舞隊可能要解散。張珏菲回想道：「由於從小學便一直參加中國舞隊，解散的消息令我們非常失望。」

因此，心有不甘的隊員們積極向身邊有舞蹈底子的朋友宣傳中國舞，又邀請小學時有參加過中國舞隊的同學入隊，試圖力挽狂瀾。最終在隊員們的努力下，不少同學願意重拾舞鞋，中國舞隊才得以逃過「滅隊」一劫。

## 努力的理由

為了避免類似情況再發生，隊長張珏菲和蟻婷蔚表示，希望能透過精彩的表演，吸引更多人加入中國舞隊，同時亦透過跳具挑戰性的舞蹈，留住現役的隊員。同學們慢慢變得認真，不斷努力練習，務求在比賽中獲得更好的成績，讓其他同學更關注中國舞隊。

開學後的第一次排練，老師除了教授

基本的熱身動作外，還會重點教導該學年的比賽舞蹈。指導以後，隊員需要把所有舞步不斷練習，直至所有隊員都熟記舞步後，老師才會把舞蹈分為不同部分，並逐一修正動作，好讓隊員可把動作的細節都做好，務求令整體動作齊整。當完成這部分的排練，通常已快到比賽。在臨近比賽的時候，中國舞隊便會增加練習的次數，讓隊員動作更一致、熟練、無瑕。

中國舞隊的努力並沒有白費，經過一年多的努力，他們在2016-2017全港公開舞蹈比賽獲得銀獎，並於2016-2017及2017-2018香港校際舞蹈節獲得甲級獎。蟻婷蔚表示：「這兩年的進步，證明習舞並沒有捷徑。進步的唯一方法，就是不停的練習，直到做到有關動作。」

**「只有對自己有信心，才能在評審和觀眾面前，展現最好的自己。」**

## 舞者的障礙

中國舞是表演藝術，因此比賽時，對參賽者的技巧、演繹、裝扮尤其著重。很多時在比賽中，表演者容易過分緊張，而影響了表演質素。兩位同學也不例外。她

們均表示，在比賽的時候，會擔心自己跳錯舞步，或是不夠投入表演而影響演繹。要消除緊張，唯一的方法便是從心理開始。蟻婷蔚分享道：「在比賽時幻想觀眾席沒人，只管享受與隊友起舞的時光，便能讓自己盡情享受舞台。」張珏菲補充：「比賽時緊張，多源於對自己表現的要求。因此我會放鬆，避免一直想著要拿什麼成績，只求盡力做好，盡量不要給自己太大壓力。只有對自己有信心，才能在評審和觀眾面前，展現最好的自己。」





2017 校友日  
樂薈浸大Joyful Reunion at  
CUHK Homecoming Day11/12 (Saturday)  
Festive Dinner 樂薈盆菜宴

訪談 | 傑出校隊



## 舞伴間的默契

一支完整優秀的舞隊，除了依靠隊員高超的舞藝，隊員之間的關係也極為重要。蟻婷蔚表示，中國舞隊隊友之間關係親密，因為大家也為著同一支舞、同一個目標努力，因此在練習時會互相幫忙與提點，藉這些交流令關係更上一層樓。對此張珣菲也深表認同：「因為大家從小學已一同習舞，是彼此的戰友、舞伴，又像是家人般相處融洽。」對她們而言，中國舞隊不只是一個課外活動，她們找到志趣相投的朋友，培養出一種舞伴與舞伴才會感受到的默契。這種感覺到對方的動作，心中有著同一節拍的默契，是只有從舞蹈中才能找到。

除中國舞外，兩位同學其實也曾學習其他舞蹈，但只有對中國舞堅持下來。蟻婷蔚表示，中國舞最吸引她的地方，是舞種多元。她解釋道：「中國舞的舞種多以民族劃分，不同民族的舞蹈風格各異。不同的舞蹈風格，也各自代表了該民族，例如蒙古舞比較豪邁奔放、秧歌舞比較俏麗自由、古典舞比較嚴謹規範。每次跳不同的舞蹈，就如感受到不同民族的文化，十分新鮮。」

## 外界的誤解

對於未來對中國舞隊的展望，兩位同學也不約而同地表示希望有更多男生加入中國舞隊。她們表示，跳舞本來在男生間就不普遍，加上大部分男生都抱著「跳舞是女生才會做的事」的誤解與標籤。其實不論男女，在不同舞蹈上也有不同的角色動作，一支完整的舞蹈除了有女生的柔，也不應缺乏男生的剛。事實上男生在中國舞中常有「轉」、「跳」、「抬」等動作，這些動作對舞蹈員肌肉的韌度有極高要求。因此跳中國舞的男生，並不是大眾印象中的柔。張珣菲和蟻婷蔚都希望大家都消除這誤解，令更多有興趣的男生加入中國舞隊。

## 中國舞隊成就簡介

獎項	2017-2018 校際舞蹈節甲級獎 2016-2017 校際舞蹈節甲級獎 2016-2017 全港公開賽銀獎
表演	2018 沙田節日燈飾閉幕禮暨元宵節晚會 2018 沙田「情繫AR天地畫」《水的女兒》 2017 「瓦當片遍暖沙田」開幕禮暨元宵節嘉年華 2017 浸大校友日表演《雪中梅》



## 後記

學習舞蹈是困難的，它既是藝術，也是運動。一名優秀舞者總是輕盈的，從不會讓台下的觀眾看到一絲辛酸。看似柔軟的動作背後，要求的是舞者肌肉的韌性，及對肌肉的高度控制。然而技巧再好，缺乏情感表達的舞蹈就如失去靈魂，根本稱不上是藝術。習舞需要長時間的浸淫，必須從最基礎的動作，循序漸進地練習，再由內而外表達豐富的情感。只有做好基本功，才能得到技巧上的提升；只有對藝術有所領悟，才能在舞蹈中注入情感。因此，希望大家下次欣賞舞蹈時，能認真觀賞，並為台上舞者送上欣賞的掌聲。







# A-Level Up

## —英國普通教育文憑試高級程度課程 General Certificate of Education (GCE) Advanced Level Curriculum

提供多元化升學選擇，一直是A-School的培育重點。兩年前，本校率先開辦英國普通教育文憑試高級程度課程（下稱GCE A-LEVEL），為學生多提供一個香港中學文憑試外的選擇，並作為學生預備到海外升學的橋樑。霎眼間，GCE A-LEVEL的第一屆學生即將畢業，我們訪問了張天麗、何子駿、梁梓賢、樂穎嫦和袁天朗五位代表，了解他們的學習經歷和心得。

鍾梓澄 訪問、記錄及整理

Johnny Lau 崔逸之 攝影

### 課程的認受性

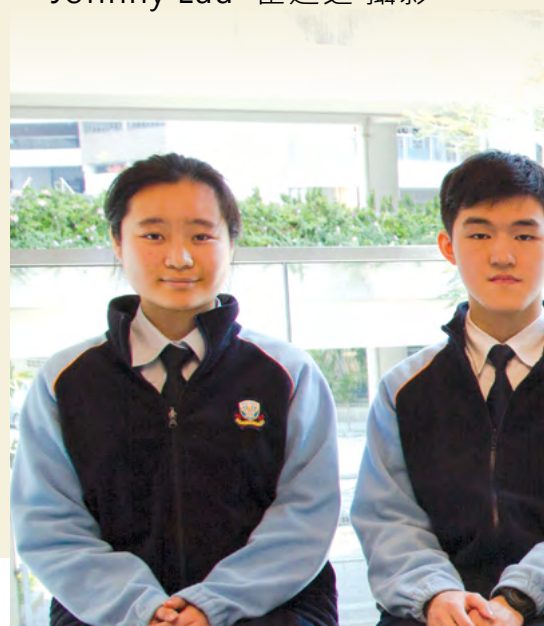
談到當初選讀GCE A-LEVEL的原因，張天麗解釋：「因為我希望選讀獸醫，但香港的大學沒有開辦這科目。修讀GCE A-LEVEL能方便到外國修讀相關科目。GCE A-LEVEL需要修讀的科目較少，能專攻我較擅長的；二來因為該課程在外國認受性較高，可以有更多大學選擇。」

樂穎嫦亦認為GCE A-LEVEL在外國認受性較高：「如加拿大的某些排名高的大學，便會根據GCE AS-LEVEL（高級補充程度）考試的成績決定是否取錄。」同時，她認為GCE A-LEVEL的考試模式較易掌握，「因為不同科目可於不同時間應考，甚至重考，不需要一次過考核三年所學習的知識。如果

用朱偉基老師的比喻，GCE A-LEVEL就好像把酒店的房間逐層逐層的清理；香港中學文憑試（下稱DSE）則是一次過把所有房間同時清潔好。」

### 學習體驗

何子駿選擇GCE A-LEVEL也是基於課程需要考核的科目較少，令他有更大自由度選擇自己喜歡的科目。在十一年級中途轉讀GCE A-LEVEL的樂穎嫦補充：「因為科目較少，時間表也沒有那麼緊逼，比修讀DSE有更多時間和空間鑽研專科知識。而且，因為GCE A-LEVEL歷史較悠久，多年歷屆試題的參考，有助掌握考試要求。」





張天麗及梁梓賢亦同意：「基本上每天也有所有選修科目的課堂，所以甚少需要補課，時間表相對輕鬆。」

科目數量較少的另一好處，是同學有更多時間及空間思考自己的發展方向。樂穎嫻和張天麗認為「空間多了可以尋找機會體驗自己將來想選擇的工作，了解自己是否對該工作有興趣。若有，便能堅定自己的信念，勉勵自己繼續把相關科目修讀下去；否則，也來得及考慮其他的升學選擇。」



「考官的著眼點並非答案，反而是考生即場的應對態度和解難思維。」

## 面試心得

很多人可能會好奇，幾位同學如何取得香港和外地著名大學的「有條件取錄」（conditional offer）。何子駿回憶道：「當時對香港大學的面試嚴陣以待。但最後只是要介紹自己，和解釋自己選擇該科的原因。牛津大學的面試則多問與數學有關的問題，但考官的著眼點並非答案，反而是考生即場的應對態度和解難思維。當考生遇上難題時，考官會逐步給予提示，糾正考生，反而像上了一堂課。」

袁天朗說：「因為能面試的考生相信學術水平頗高，我認為大學的著眼點並非考生的學識，而是同學是否適合入讀，所以有興趣到外國升學的同學不用擔心面

試。另外，因為考官會追問問題，我建議同學不要回答自己不太清楚的概念，應回答自己確切掌握、明白的本科內容。」

梁梓賢認為在面試中，遇到最困難的問題是考官問：「為何你選擇甲大學而非乙大學？」以考驗考生對該大學及課程的認識。「當時我就被問及為何選擇理工大學而非科技大學時，我比較了兩所大學課程重點的不同，例如，科大的課程重點是飛機翼型設計，理大的則在推進系統；並列舉了兩所大學設施的不同。這些資訊都是在入學資訊日得知。」他強調蒐集資料、參觀大學開放日都非常重要。

因為大學開放日當天會舉行講座，講解課程內容及提供發問機會。同學可以把握機會發問及蒐集網上找不到的資料，這些額外資料能有助同學為面試做準備。另外，同學亦應留意學系舉辦的活動，在面試之後，有機會便詢問有關活動的詳情，這樣可以展現自己對有關大學課程的興趣。

張天麗補充：「像我所選的獸醫學系是需要筆試、面試，也著重考生的工作經驗，甚至要求考生達到一定的工作時數。因此同學在報考自己心儀的科目前，必須做好資料蒐集，了解有關學系的收生要求；同時需要緊貼有關學系消息及相關工作要求等。我也是在大學網站獲取有關資訊。」

「選擇自己的興趣，或較容易的路，純粹是個人取捨，沒分對錯。」

## 展望未來

幾位同學對未來各有打算，袁天朗計劃將來在英國修讀完博士學位後，便會留在當地工作。因為英國的科技發展，始終較香港成熟。梁梓賢則因為海外升讀大學的費用高昂，而會選擇先在香港修讀學士學位，然後再到英國進修碩士課程，希望畢業後於外國發展。

對於師弟師妹在未來升學時，應如何計劃將來，在DSE和GCE A-Level 之間又

應如何取捨，樂穎嫻有這樣的看法：「每個人的選擇都不一樣，選擇自己的興趣，或較容易的路，純粹是個人取捨，沒分對錯，但最好考慮清楚自己想做甚麼。無論大學想選擇哪一科，也應做好資料蒐集，知道該科的內容及要求，不要把責任推卸給家長、老師，自己的前途應自己去了解。因為將來的路，要靠自己走下去，沒有人能時刻提醒自己。」

梁梓賢分享道：「選擇DSE 或 GCE A-LEVEL時應以個人興趣為先。雖然GCE A-LEVEL 的選修科目較少，但涵蓋了大學一年級的課程，故需花更多時間溫習。而且，不論GCE A-LEVEL 還是DSE，也只是一個考試制度，所以選擇哪一個也不要緊，亦不應只考慮哪一制度較為輕鬆。應該考慮的，反而是能否選擇自己感興趣的科目，和哪個制度能對你將來升學甚至工作有較大幫助。以我為例，我曾以為IGCSE的程度較為簡單，而在第一次考AS-LEVEL時掉以輕心，成績並不理想，所以選擇重考。但由暑假收到成績，到10月重考之間，只有三個月的衝刺時間，而且還須兼顧其他科目的學習進度；期間花了很多時間在學習上，非常辛苦。雖然制度提供重考空間，但我建議同學以一次過關為目標，因為重考的過程非常辛苦，如非必要，都不要考慮重考。」







## 越級挑戰 走向世界-

何子駿

### 與A-School之不解緣

「當時父母覺得A-School不論師資、環境各方面都不錯，於是就替我報讀A-School。」何子駿從此與A-School結下不解之緣。

### 越級挑戰

升至小五，子駿得校長陳偉佳博士及數學科莊曉莉老師的推薦，獲跳級到中一，自此子駿成為A-School史上第一位跳級的同學。子駿的數學天份獲得肯定，便更有信心挑戰自己，除了在各大數學比賽中屢獲殊榮外，中一時已修讀高中的數學課程，到了中三更向文憑試的數學課程挑戰，之後在數學（必修課程）摘下5\*\*，如此佳績，當年12歲的子駿並未有停下來，在十年級時再次接受老師的建議，挑戰修讀GCE A-LEVEL。

他在去年（2017）的GCE A-LEVEL數學及純數兩科均摘下最高的A\*，亦因此以16歲之齡獲得牛津大學數學系有條件取錄，再創我校歷史！現在只需要物理及化學兩科考獲所要求的成績，便可以成為正式的牛津人。他坦言已經申請不同的獎學金，希望能入讀心儀學府之餘，也可減輕家庭負擔。

兩度跳級，提早了三年畢業，子駿曾經因此有成就感。「但另一方面，我需要在短時間內自修不少新課程的內容。」升學亦有難處：「投考大學時，許多大學都因為我只有16歲而有所顧慮，他們期望大學生較為年長和成熟。」另外，子駿除了讀書，也希望有多點中學回憶：「原本十二年的中小學時光已經很短，我比其他人少了兩年時間跟同學相處。」資優生也有一般年青人的煩惱。

### 踏上牛津之路

報讀牛津大學，需要親身到英國面試。子駿父母一起陪他到英國出席。面試分兩天，共三場，每次面見兩位教授。這樣的面試，是否很大壓力？子駿回想：「其實牛津大學面試的每道題目都很有趣！需要面試者思考。而且當你想不通時，他們會給予提示，直至你想出答案為止。他們想了解的，是思維和分析的過程，而不是答案。」

他提到其中一道面試題目。大意如下(只作參考)：

下圖每個方格，都是該方格周圍所有方格（共享該方格的周界）內的數字的平均數，求左下方的未知數：

3	2	3
4	4	4
?	6	5

子駿覺得面試很有趣，如同跟大學教授上了一堂課。

「其實我一直沒有計劃報讀英國牛津大學。原本只打算以DSE成績報考本地大學。後來，不同老師都建議我挑戰更高水平的學府，認為我可以一試，這給了我很大的信心。我曾經擔心隻身到外地留學的生活難題，但既然面對挑戰，我願意嘗試。」

其實人生路，就是透過不斷嘗試而走出來。

我們祝願子駿成功獲得牛津大學取錄，在數學的領域上跨越更多的挑戰，鵬程萬里，一飛衝天！



## 本校首屆 GCE A-Level 學生暫獲有條件取錄之大學課程

大學 University	課程 Programme	
1. University of Oxford	- Mathematics	
2. Imperial College London	- Mathematics with Statistics for Finance - Biotechnology	
3. The University of Edinburgh	- Veterinary medicine & Surgery [BVMS] - Biomedical Sciences	
4. University College London	- Mathematics with Economics	
5. The University of Hong Kong	- Actuarial Science - BBA Law - Biomedical Sciences	
6. The Hong Kong University of Science and Technology	- BBA in Professional Accounting - Biotechnology	
7. The Chinese University of Hong Kong	- Medicine - Pharmacy - Biomedical Sciences	- LLB - BBA in Professional Accountancy - Science
8. University of Toronto	- Commerce	
9. UC Davis	- Chemical Engineering	
10. The University of Manchester	- Civil Engineering	
11. Queen Mary University of London	- LLB	
12. UC San Diego	- Chemistry	
13. University of Bath	- Aerospace Engineering - Civil Engineering MEng	
14. University of Birmingham	- LLB - Civil Engineering	
15. University of York (Canada)	- Biotechnology	
16. Brandeis University	- Biochemistry	
17. The University of Sheffield	- Civil Engineering	
18. University of Glasgow	- Veterinary medicine & Surgery [BVMS]	
19. Simon Fraser University	- Financial Accounting	
20. UC Santa Cruz	- Computer Science	
21. University of Aberdeen	- Computer Science	
22. University of Surrey	- Biotechnology	



## 後記

透過這個訪問，我能夠了解到GCE A-LEVEL與DSE學制的分別，清晰權衡當中的利弊再作選擇。即使我並不是打算選擇GCE A-LEVEL，但也能學習到不少將來選擇大學時應注意的事項，以及如何準備面試。當初我以為大學面試會比較著重考生的成績，但原來更著重學生對學系的興趣及對該大學的了解，這是我從前沒有想到的。師兄師姐的經驗分享及建議，給予我相當大的啟發，例如應如何選擇科目，及如何為未來鋪路，不能事事依賴別人，需要自己主動去蒐集資料，做好準備，令自己少走一點冤枉路。





# Nurturing A-Star of tomorrow

## Mr. Eric Lo (Deputy Principal)

Developing a Middle School programme across primary and secondary divisions needs to overcome several challenges, including aligning both divisions' planning in curriculum and students' development. Despite the challenges ahead, A-School is determined to develop the Middle School to nurture their kids to become A-Star of tomorrow.

N: Natalie Lim

by Natalie Lim Photographs by Johnny Lau

L: Mr. Eric Lo

**N: What is the goal/ mission of initiating the Middle School Curriculum in A-School?**

**L:** The Middle School Curriculum, which covers a wide range of curriculums and programmes tailor-made for Grades 5 to 8, aims at catering the specific developmental needs of students in early adolescence. More support will be provided to strengthen their intellectual, character and social developments in order to equip them with the knowledge, skills and attitudes necessary to meet the expectations of the High School (Grades 9 to 12). The Middle School Curriculum has been kicked off in Grade 5, and will be extended till Grade 8 progressively.

**N: What inspired A-School to start the Middle School Curriculum?**

**L:** A-School is so lucky to be a through-train school that can realize its vision and mission by providing quality education for 12 years. Students have very different learning needs at each developmental stage, and I believe if there are curriculums and programmes tailor-made for each stage, students can cope with any changes and challenges during their growth much more easily and smoothly. The Middle School is so important to prepare students earlier for the High School, which puts a strong focus on life planning and the preparation for public exam and university admission.

**N: What do you think will be the major differences in students' learning experience in Middle School comparing with G5 - G8 (P.5 - F.2) in other primary or secondary schools?**

**L:** I don't think there are any other local schools in Hong Kong that address the learning needs of students at this developmental stage so seriously and systematically as we are now doing. In fact, there are some prerequisites for launching a comprehensive curriculum for Middle School.

First of all, a school must be a through-train school so that it can have more time to plan and implement the curriculum. Secondly, a school must have



a strong vision and determination to carry out such curriculum which actually requires a lot of additional expertise, manpower and other resources. Last but not least, there must be very good understanding and cooperation with each other among the school management team and the teachers who are willing to identify and meet students' learning needs from a holistic as well as a 3-tiered perspective.

Fortunately, we possess all the qualities to meet these prerequisites. After completing the Middle School, our students will have a fairer understanding of their own interests, strengths, weaknesses and life goals. They will be more self-directed in their learning, and as a person as well as a member of our society, be more responsible, respectful and caring.

**N: What do you think are the opportunities and challenges for students by introducing the Middle School Curriculum? Which do you think is the most interesting/ exciting part?**

**L:** The Middle School Curriculum covers a wide range of curriculums and programmes in the areas of academic studies, student development and other learning experiences. Academically speaking, students will be given ample opportunities to build a broad but solid foundation of subject knowledge, and also positive learning attitudes, skills and habits, all of which should be sufficient to prepare them for meeting the curriculum and assessment requirements of the High School.

In particular, every Middle School student is required to master one more language other than Chinese and English, and the level of proficiency should enable them to communicate with the native speakers fairly fluently, and further pursue the language as an elective subject at senior grades if they wish to. The languages available for their choice are now French, German and Japanese.

Students' physical, psychological and social needs in their early adolescence should also be addressed, and will be catered for through well-planned sex education, guidance programmes and counselling. Positive values, such as confidence, courage, perseverance, sense of responsibility and care and respect, will be cultivated in a variety of ways including a formal curriculum (such as Liberal Arts, Life Education or Moral and Civic Education), mentor time, assemblies, hands-on activities, community service, excursions and even exchange programmes.



Soft skills are so important to equip students to cope with the ever-changing world, as they are some general and transferable skills which can be applied to solving any problems in familiar or unfamiliar situations. Throughout the four years in the Middle School, students will be guided to enhance their analytical reasoning, problem-solving, communication, collaboration and digital literacy skills through a series of scaffolded training and hands-on experience. Besides, in view of the increasing social and cultural diversity of the world, it is also important for our students to have a sensitive and caring mind towards others, and be willing to give and serve. Students will learn about these by going through a series of community services and excursions.

What's more, if students are talented at sports or music, they can take up greater challenges by joining the joint-division school teams. So you can see how fruitful the Middle School curriculum will be. To maximize learning potential in every opportunity, I would advise every Middle School student to make their choices seriously, engage in every lesson or activity whole-heartedly, and manage their time wisely as some of the activities will take away some of their personal time but are definitely worthwhile.

**N: Can you share with us the focus of changes/ development plan happening into in the coming years?**

We will make every effort to optimize the Middle School curriculum. In the coming school year, there will be one more foreign language available to Grade 5-Spanish. So altogether there will be four languages for students to choose from as their third language. In Grade 6, students will start

to specialize in one of the languages, and more lesson time will be allocated to classroom teaching and learning. In addition, there will be a wider range of outdoor learning experiences for Grade 6 students to develop their positive values and soft skills just mentioned.

Physically, you will also see a greater coherence among the four years of studies on our campus, as the classrooms and other public areas on the second floor of both divisions will be renovated to create a unique learning environment for Middle School, and more resources will be made available to facilitate their lifelong learning. Moreover, the school timetables of both divisions are being reviewed in order to create more common time slots for teachers and students of both divisions to conduct lessons and other learning activities together. These enhancements are critical to a smooth and sustainable implementation of the Middle School curriculum.

### Reflection by Natalie Lim

I think the Middle School programme does provide a wide range of curriculum for students to equip themselves with necessary knowledge, skills and attitude to meet the expectations of High School. Among the curriculums, I find the third language course an especially unique and interesting way to encourage active learning in students. Though challenging, students can understand other countries' cultures and traditions and will be able to communicate with native speakers fluently and develop friendship with people around the world, which is crucial to achieving cultural understanding and appreciation.

Besides in-school courses, community service experience provided by the Middle School programme is also helpful in preparing students for High School since it can cultivate empathy and a sense of responsibility in students. As students enter high school, they are exposed to more social issues in both their studies and their daily lives. Society becomes an inseparable part of their lives, and it is important that they develop a thorough understanding of the society they live in.





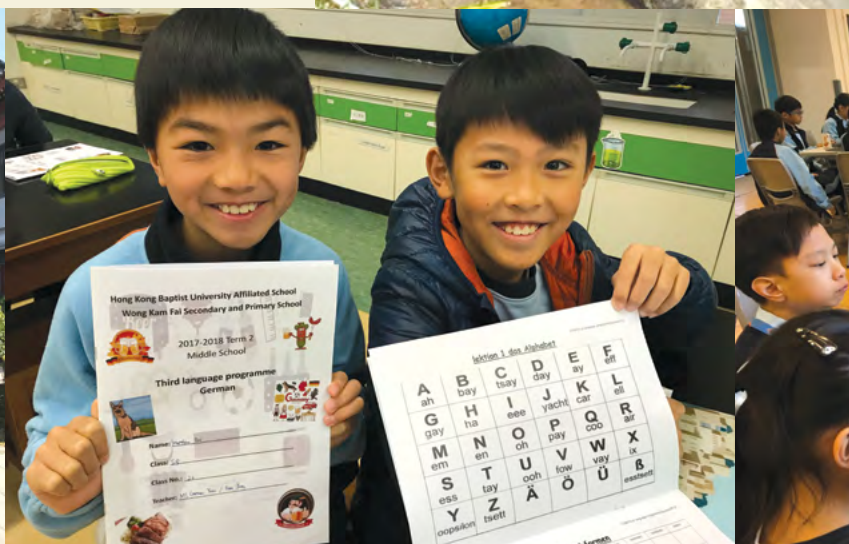
## Highlights : Third Language Programme

### Aim:

To widen students' language exposure, broadening their global horizon through exploring the custom and culture of another country, as well as paving the way to expand their opportunities in future studies and careers.

### Third Languages to be offered:

French, German, Japanese, Spanish





**G5**

- Students are required to select two out of three languages (French, German, Japanese).
- Students will taste one of the languages per term.
- Students will be given a 40-minute lesson per week.

**G6-G8**

- Students specialize in one of the selected languages for a 3-year programme.
- There will be school-based assessment at the end of each term which aims to consolidate students' learning and understand their learning progress.
- Students are required to sit for a widely recognized language proficiency test at the end of G8.

**G9-G12**

- Students can pursue higher proficiency through HKDSE or IGCSE / GCE AL in their senior grades.

## Student Development

In the Middle School programme, there is also a part about Student Development, and I can elaborate more. The theme is "A-care Hub", including "Care for Others" and "Serve Others", based on the concepts "Relationship" and "Engagement" in Positive Education.

### "Care for Others"

Students from G5 to G8 will have a A-Diary for students to record their learning experience and personal growth through appreciation and goal setting. For instance, G5 to G8 students joined a movie appreciation in Term 1 and they had a reflective lesson about compassion towards others.

### "Serve Others"

Grade 5 has some new service and leadership teams such as Peer mentors, Eco Pioneers, Christian Disciples and Excel 33P so as to offer more opportunities to Middle School students to serve the school and schoolmates and. Also equip them with good leadership skills. Besides, social services such as visiting the elderly have been organized for G5 and G6 students and they learned how to care for and communicate with the elderly through different activities and games prepared by themselves.

Indeed, exchange programme is a core part of our global citizenship education. We have organized outward exchanges with Beijing and Sichuan, and also inward exchange with Germany. Later on, outward exchanges with Australia and Germany will be held in June.







# 欲窮千里目 更上一層樓

## — 全球學習及交流計劃中心

創校以來，我校每年舉辦遊學團和交流計劃，近年更成立專責部門統籌事務，而且發展日臻成熟。當中所舉辦的遊學團和交流計劃廣受學生、家長歡迎，參與師生均表示旅程豐富、有趣，獲益良多。然而，籌辦交流並不容易，回首過往，展望未來，有何挑戰和方向？與異地文化碰撞，又擦出了怎樣的火花？

我們訪問了兩位參加交流計劃的繆心怡和許晉熙同學，分享了他們的經歷和體會。

余欣衡 訪問、記錄及整理    Johnny Lau 梁邵邦 崔逸之 攝影

### 交流團的獨特魅力

在此加上「一般學生參與exchange的原因」之簡介，這些原因又與兩位的是否一致？「交流的性質能提供深度體驗。以韓國為例，我們和當地的夥伴家庭一同生活，使我們能從起居飲食、生活習慣等認識韓國的風土人情，而非只是走馬看花式的觀光。」繆心怡道。

除了交流的性質，我校交流計劃的選址亦頗為獨特，成為吸引學生的重要因素。西方國家旅遊，主流選擇當屬英、美、加等地；我校卻選擇丹麥，為學生提供另類的交流體驗。繆笑言：「到丹麥交流較難得！我們很少接觸當地文化，難得有機會去交流，一定要參加！可以擴寬眼界，增進見聞。」「而且交流的地方多在鄉郊，平常旅遊很難有機會前往。」許晉熙補充。

### 一群人，在路上

交流的重點，在於結交背景相異的朋友，藉著和當地人溝通與交流，可以感受異地文化。許指出，旅程中，我們跟著夥伴一同遊覽，朝夕相處十多天，由此能建

立深厚的友情。可能同學會問：「初來乍到，和陌生人共處一室會否尷尬？」「一開始會，但我們有著共同的興趣，如聽音樂、流行文化等，這成為溝通的契機；加上彼此都會說英語，很快便熟絡了。我的交流夥伴修讀音樂，他先彈了一首歌給我聽，開啟了我們之間的話題。」許道。

至於和夥伴相處的體會，兩位同學均認為最重要的是尊重別人的文化背景。「有一次，我的家人準備了雞腳招待美國的夥伴，卻似乎冒犯了他。」許憶述。繆也指，她的丹麥夥伴是素食者，飲食習慣與大部分香港人相異，這為她的伙食安排帶來一些不便，但也啟發她思考尊重動物生命的議題。「她認為吃肉殘忍，我因而反思自己一直覺得理所當然的事物，是否應當如此；同時也學會包容接納和自己生活方式不同的人。」

交流時，行程均由夥伴安排，每位同學的遊歷不盡相同，卻各自有著深刻的回憶。許道：「交流最特別的是在當地學校上課，體驗不同的學習模式，並學習當地語言。」他續說：「至於深刻的回憶，則是和夥伴促膝長談，分享彼此生活上的煩惱，例如人際關係、學業等，互相給予對

方意見和支持。只要願意敞開心扉，有良好的溝通技巧，文化差異並不會造成交流上的障礙。」繆則說：「在韓國交流時，我們報名參加了一個三日兩夜的滑雪營。教練不懂英文，幸好部分同學略懂韓文，加上教練一直用肢體語言比劃動作，我們也學會了滑雪；說明語言不是溝通的唯一途徑，即使語言不通，我們仍能交流無礙。」

### 另類交流：有朋自遠方來

談及交流，我們的第一印象往往是學生到外國體驗當地生活。反過來，由本校同學接待外地學生，又是另一番體會。兩位同學皆指出，行程安排和責任與自己去外地交流非常不同。「外地交流時，我感覺像遊客，只要跟著夥伴就好，不用規劃行程；本地交流則不然，身為東道主，我有責任規劃行程，把香港美好的一面展示。」繆道。「不過，帶夥伴遊覽令我更了解香港，算是意外收穫。一些特色地區如西貢、赤柱等，若非要向夥伴介紹，我也不會特別留意它們的歷史和文化背景。這令我發現，自己其實不如想像中那麼了



解自己土生土長的城市，實在深感慚愧。」

不單要規劃行程，外地夥伴在香港的飲食起居，也由同學一手包辦。中西飲食文化迥異，兩地學生需互相遷就和適應。繆的丹麥夥伴是素食者，並且不太習慣港式飲食；外出用餐時，餐廳選擇受限，略為不便。幸好，夥伴體諒她的難處，表示願意嘗試平常不吃的中式菜餚。

## 旅程之後

對未曾涉足之處，我們只能從網絡認識、或道聽塗說地了解它的面貌，難免有所偏頗。「去韓國前，我聽聞當地人很粗魯，沒有禮貌。初見韓國夥伴，她姍姍來遲，嚼著口香糖，化了濃妝。我擔心難以和她相處，後來卻發現她其實很善良，我倆很投契，話題很多。」繆笑言。許也說：「我以為北京人全都沒有排隊的意識，後來發現只有老一輩如此。比如在育才中學，學生自覺地排隊，井然有序，而且他們並不會蹲在地上，課餘活動也與我們差不多。」兩位同學均藉著親身體驗當地生活，打破既有印象，用自己的眼睛看清世界。這讓他們學習到一點：耳聞不如眼見，不要盡信傳言，最重要的是抱持開放的心態了解當地的人和事。

以為相處不來的夥伴，旅程中卻結為知己，至今他們仍和夥伴保持聯繫。



## 後記

著名中國現代詩人北島曾言：「一個人的行走範圍，就是他的世界。」學習從不局限於教室內，藉著交流，我們得以踏出舒適圈，探索更大的世界，擴闊國際視野。然而，人對外界的認知增加，帶來的潛移默化終究歸於內心——認識異地歷史文化、風俗人情、乃至當地人的價值觀，實際培養的是包容並蓄的心態，並藉由對照，鞏固對本地身分的認同。旅程過去了，旅途中磨礪的能力卻長存——尊重差異、自主解難、與人溝通，這些都是一生必修的課題，時時受用。我校有此洞見，多年來為學生提供交流機會，實屬難得。展望未來，交流計劃仍有很長的一段路要走，望師生齊心協力，繼續為無疆界學習開拓新的可能。



## 專訪：黎家慧老師

余：余欣衡 黎：黎家慧老師

### 「3E」理念

余：學校推廣的「3E」計劃是什麼？目標是什麼？

黎：「3E」就是「EVERYONE EXPERIENCES EXCHANGE」。我認為達到這個目標不無可能，我們今年便提供了九次交流機會，未來在內地、海外也有更多交流機會。我們亦致力發展和更多內地學校合作，和各省第一中學接洽。隨著這些項目越來越多，讓每人都有交流的機會絕對不難。不過，交流計劃需要全校合作，學生在外交流，也影響到正規上課的時間，所以也要靠老師幫忙，可能要撥額外的時間為交流同學補課。

余：學生對於交流計劃的反應如何？

黎：學生反應熱烈，我們每年都會收到大概200-250張報名表，名額大概有50-60名。

余：學校有什麼甄選交流學生的原則？

黎：首先，報名的同學操行必須達良好水平（B或以上）。面試時，老師會觀察同學的談吐表現，最重要是表達能力，能否和夥伴交流；當然，也會考慮參加同學對交流國家的認識。然後，根據表現進行評分，以分數排名的先後次序進行甄選。

### 交流目標

余：學校舉辦交流計劃，旨在讓學生在意識到本地身分外，同時也需要擁有國際視野，以及透過課室以外的學習模式，讓同學自主學習，加強溝通能力等。你認為現時能否達到這些目標？

黎：當然能夠。學生除了出外交流以外，也可參加接待外地夥伴的項目，過程中學生也能更了解本地文化。例如到訪一些平常不常去的地方，也要為夥伴講解景點的歷史背景，對鞏固本地身分，甚有幫助。至於出外，學生能藉由飲食、與當地人生活等認識當地文化，感受與香港的不同，擴闊視野。交流亦讓他們探索更多，例如剛才同學提到的滑雪，是課堂以外寶貴的學習。

另外，每名學生回來後都要向其他同學分享交流的得著和體會。在溝通能力方面，交流能培養溝通能力。曾經有一位同學在面試時表現不太積極，接待丹麥的夥伴後，我感到他比以前外向，願意主動和人交談，可見交流帶來的正面影響。我自己帶過數次交流團，覺得同學有很大改變，而且他們至今仍和夥伴有聯絡，實屬難能可貴。

### 未來發展：Middle School programme 和長期交流計劃

黎：未來希望配合 Middle School，為五年級到八年級每一位學生提供至少一次海外交流的機會。以這四級同學為計劃對象，主要是因為他們的學業壓力較輕，有較多時間接觸外面的世界，探索自己的興趣和發展方向，好讓他們在高年級時更容易規劃自己的未來。也有一些交流計劃供九年級至十一年級的學生參加，但機會相對較少，因他們學業較繁忙。

我們亦希望發展更多長期交流計劃。今年便有兩名分別為八年級和十年級的同學，以本地學生的身分前往加拿大交流三個月。學校現正考慮將計劃由三個月擴展為六個月，即整個學期。





劉子淇

## 伊人當自強

法律系素有「神科」之稱，是大家眼中前途無可限量的熱門科目。但對於過來人來說，讀法律是怎樣一回事？本校2016年畢業生劉子淇，現為香港中文大學法律系二年級生，在她看來，修讀法律是怎樣的體驗？當年她又如何為此作準備？

蘇詠心 訪問、記錄及整理    張嘉澤 攝影



蘇：蘇詠心

劉：劉子淇

「如果是做自己想要做的事情，無論它有多難，你都會找到方法熬下去。」

## 學習心得

蘇：我曾經看過你的履歷表，你的文憑試成績十分亮麗，能否跟我們分享一下你的學習心得？

劉：我認為最大的學習心得是要自己做筆記。尤其是在中六的時候，一定要每天複習當天學過的內容，每個週末也要溫習那週學過的知識。就算老師會派發筆記，額外的溫習材料、或課外的資料也好，最重要的還是要自己做筆記，因為做筆記就是一個溫習的過程，所以最後不必刻意去背，課本內容已經牢牢地記在腦海裡。還有就是考文憑試的最後三個月，每天我也會前往自修室溫習，因為周圍的人都很認真地溫書，在這樣的環境和氣氛下，就算自己想輕鬆休息，也會逼迫自己繼續努力下去。同時，我也會在有空的時候，找修讀同科的同學聚在一起，遇到學習難題時，便立刻互相提問、研究。

蘇：聽說法律系的同學，可以一字不漏地把教授的授課內容用電腦記錄下來。這是真的嗎？若然如此，你如何與他們競爭？

劉：沒錯，因為他們已經習慣了，因為就讀國際學校，或是在外國讀中學的同學，上課的時候是使用電腦做筆記的。而且我們的起步點不同，因為他們的英文比我好，所以較容易明白授課內容。

到了第二年，大家的差距逐步拉近，可能我的英文也進步了，而且上課時也較專心了。因為修讀法律的課程，真的可以說是一秒也不能走神，不然你整節課就都跟不上了。抄錄筆記的技巧也十分重要，因為之前我是打算把所有東西，一字不漏地記下來。但到現在，我就會訓練自己聽完教授所說的整個案件後，才記錄下來，因為盲目抄寫以後，也不會清楚明白箇中細節。當然，有些人較聰明，電腦打字也很快，他們可以在回去整理後，再慢慢消化。

另外，我做筆記時會用文書處理軟件，因為這樣會整齊一點，而且也容易加插圖表，尤其是與案件有關的筆記，有時候要上網再找相關的判決內容或其他補充資料，最後可把相關筆記列印出來，作為開卷考核的參考素材。這能讓我溫習的時候，內容更加清晰及簡潔，更不需要像直接抄書一樣，把一大段文字內容直接抄下。如果你很勤奮，筆記做得充實齊備的話，那你就可以獲取佳績！

蘇：除了學業以外，你在中學時還參加了學生會、辯論隊等課外活動，為什麼當初你會想參加學生會和辯論隊？

劉：首先，我參加辯論隊，是因為我沒有試過。從中我學會關心社會時事和議題，

我覺得辯論會是一種讓我更加關心社會和身邊事情的方法；而學生會則是我在中一的時候已經想做的事，初中時看到師兄師姐做學生會時，我覺得他們很帥，然後就很想參加了。

蘇：你當時是如何同時兼顧學業和課外活動？你又如何能在當中取得平衡？

劉：這確實是一個頗大的挑戰！因為我所參加的課外活動，本來就不是我擅長的領域，以辯論為例，我本身不是一個能言善道的人，而且個性容易緊張，又沒有自信，所以參加的時候，需要花更多的心力去做。但我明白到心態勝於一切，壓力也可以是動力的泉源，甚至成為我在學業方面的原動力。至於取得平衡，我覺得主要是樂於與身邊的人分享，和朋友們互相鼓勵，還有就是自己咬緊牙關挺過去。雖然沒什麼特別的方法，但還是要看自己是否抱有一個想堅持繼續下去的心態。譬如我參加辯論隊和學生會，雖然有很多事我都做得不好或者遇到很多困難，但因為它們本身是一件我想做的事，如果是做自己想要做的事情，無論它有多難，你都會找到方法熬下去。

「做人最重要是不怕失敗。因為正正是失敗的經歷，讓我們知道如何做好一件事。」

## 在A-School的領會

蘇：在中學，不論是學業或課外活動，能否分享你較為深刻的體會？

劉：較深刻的體會，主要都是在參加辯論隊和學生會時所發生。中五、六期間，是最難過的時候。那時我十分害怕失敗，因為覺得自己失敗過太多次了，因此越來越害怕，不敢去嘗試新的東西，有很多嘗試都不敢做，覺得既然都已經失敗過，就不會再有可能成功。但經歷過這段時期，反而明白做人最重要是不怕失敗。因為正正是失敗的經歷，讓我們知道如何做好一件事。若因為怕跌倒而什麼都不敢試的話，就永遠不能把事情做好。

蘇：你當時是如何克服有關困難？

劉：能成功走出那時候的陰霾，主要是有賴身邊的良師益友。例如當時的學生會主席，她本身就是我的好朋友，她經常會私下給我鼓勵，當然還有我的老師。他們就好像一盞明燈，時時刻刻提醒著我就算失敗也不要緊；而且我也看到周



圍的人也在努力，這樣就自然會堅持下去。

蘇：現在回首中學六年，哪些經驗/活動對你來說最為重要？例如，剛才提及的經歷對你的成長或人生觀有甚麼影響？

劉：我覺得除了要有一顆懂得堅持的心，學會與其他人協調也非常重要。譬如我參加的學生會，其實團隊裡有形形色色的人，大家性格不同，做事的方法也不一樣，其實那時候發生過許多因為大家做事做得不好、溝通得不好、或者沒有顧及某些人的處境或感受的事。可能那一件事最後的成效真不怎麼樣，但對我個人影響最大的是，明白日後在待人處事方面可作怎樣的改進——我會在做任何事或者跟其他人說話之前都三思，先想清楚或者是想一下對方的處境，而不是剛愎自用。

蘇：可否再深入分享一下你在學生會所獲取的經驗？

劉：參加學生會時，曾對一個莊員十分不滿，因為他很少做事，而且他參加的意圖也不是很好，所以彼此會有些衝突，我也為此而憤怒了很長一段時間。有一次，我很兇地發了一個短訊給他，也錄了很多段錄音向他表達不滿。當然他的態度也不是很好，我那時的心態就是要向他發洩怒火，否則會覺得對不起自己，但卻沒有把團隊的士氣放在首要考慮位置。現在回想，我覺得如果是擔任重要職位，比如主席、副主席，就一定要以整隊的



利益出發，而不是被自己的情緒影響了全隊的士氣和合作。

蘇：可否也分享一些舉辦活動的經驗？

劉：開始的時候，兩支莊參與學生會選舉，而我們的那一支莊在組莊時的氣氛不是很好，因為大家都不是很有鬥志；反而另一支莊很團結，也準備了很多活動作宣傳。在選舉宣傳期間，他們往往比我們更早就展開推廣攻勢，並張貼許多精美的海報與單張，更會在其他同學上學之時，唱歌和彈吉他，給人親和的印象。反觀我們形象平庸，給人的感覺就是沒怎麼做事。去到最後階段，我們在中庭擺放了一個很大，並用了四、五十塊很大的藍色板拼砌的水滴，我忘了最初是誰提出的，就是突然有一天放學，幾個莊員一起坐在課室外面一起討論，一開始的時候大家都說不可能、別做那麼傻的事，又要去文具舖買材料、又要找地方去弄，整件事情都很異想天開。但是最後大家不知不覺就有一團火在燃燒，從那一刻開始大家都很熱血地完成一件沒有人想過會做到的事。因為所需的工夫十分巨大，我們首先買了數十塊板，然後搬去某個莊員父親的公司拼接，砌完之後還要帶回來，並黏在一起。最深刻的莫過於此，我們還要拿很粗的繩子，在一樓的四個角很用力的拉上去。這次是一次很奇妙的經歷，因為我們的團隊之前很多事都沒有做到，而這一次宣傳活動能成功完成，是因為有一位較有熱誠的男生願意走出來，帶領我們一起攜心協力地完成這件事。很多時候，我覺得有些事我們不能達到是因為不敢踏出那一步，其實只要大膽踏出那一步，就自然有人支持你，關鍵在於你有沒有那個膽量。

## 長征法律之旅

蘇：剛才談到你中學的成長，不如談談你的大學生活。修讀法律是否你一直以來的目標？為什麼最後你會修讀法律？

劉：我從小就沒想過要讀法律。因為在我心目中，法律是一個非常遙不可及的課程。我覺得那是要一些十分厲害的人，才有資格修讀的科目，而那個絕不會是自己。因此，在公布文憑試成績前，我



並沒有把法律系加入我的選科名單。後來，因為我的文憑試成績比預期理想，我就開始和家人討論修讀法律系的可能性。

其實我也不是十分喜歡這個科目，但它對我來說的其中一項吸引力，是法律與整個社會發生的每一件事都息息相關。譬如不同的社會時事，甚至政治，都和法律有千絲萬縷的關係。當時我正正覺得香港現存的法律制度有太多缺陷，令很多社會人士有時即使做了我眼中認為對的事，反而被判入獄，所以我想多了解法律究竟是怎麼一回事，箇中的改進空間又有多大。

蘇：你當時如何準備入學面試？可否分享一下你準備面試的方法？

劉：我曾試過以某些途徑去聯絡一些中大法律系畢業生，或是當時正在就讀該科的人，向他們了解當時面試的內容。了解過後，就以此作預備方向，當然還需要以很輕鬆的心態去面對。最後，整個面試也順利完成，談了五分鐘就完結了，教授所問的問題也不會太深。因此，最重要的還是保持輕鬆心態，因為一緊張就會說不了話或是胡亂說話。

我覺得既然我都考了這樣的一個分，有這樣的一個機會，就更加不可以破壞了它。而且我準備也很充足，其實只要準備充足就不會緊張。

蘇：可不可以跟我們分享一下最難回答或是最深刻的一道問題？

劉：其實最深刻的問題本身不深刻，而是我自己的答案把問題弄得很難。考官問我為什麼讀法律，我就回答了剛才我所說的原因。我說因為現在社會發生的政治事件，甚至說了雨傘運動，而考官也直接問及那些人的做法是否可取。我那時覺得很為難，我在想是否應該說出自己真正的立場？還是表達時，取一個較平衡的意見？最後我還是說出了自己的立場。因為我相信教授的頭腦，應該是比較開明，及可以包容不同的意見和聲音。於是，我指出他們在政治上和社會倫理上做得對，因為他們在爭取他們覺得有價值的東西，而且現況是不理想的，只有通過這個方式才能夠爭取到社會的進步。但在法律上是不對的，因為它阻礙了整個城市的運作，也使用了暴力。

## 蛻變

蘇：升讀大學後，你認為個人最大的轉變是甚麼？你又如何看待這些轉變？

劉：我覺得整個人在面對逆境時變得獨立了。

在中學時，若我失落或遇到挑戰時，我身邊都會有一群朋友，而且他們都會主動關心我。當然，在大學我有許多很重要的朋友，但當大家讀書都這麼辛苦時，我也不大敢找同學傾訴，因為我知道其實他們也讀得一樣辛苦。而且在大學階段，很多時候都是自己一人奮鬥，別人未必會與你分享太多資訊，或者跟你分享太多筆記，即使在沮喪的谷底，也是需要靠自己挺過來。畢竟大家在大學裡是競爭對手，日後在法律界也是競爭對象，須知同行如敵國啊！

當然，也有樂於分享的人，但競爭心態還是最大的障礙。如果你主動借同學的筆記參考，同學多數都願意。但就是不好意思開口嘛！你會覺得你都已经上大





學了，還要靠別人，有點不好意思！

事實上，有時因為太忙，未必能及時完成須研習的案例及其他閱讀材料，這時就會與其他同學組成學習小組，分工閱讀、研習、準備筆記，然後匯報。但其實我仍然傾向自己獨力準備筆記。第一，因為是學習小組，那我也要貢獻我所負責的部分。不是我不想貢獻，而是對於比自己能力強的人，我的所謂貢獻，對他們作用不大；但我卻可用他們準備的好東西，這會讓我覺得情何以堪！第二，有時即使他們的筆記很好，但由於每個人都有不同的溫習模式和摘錄筆記的方法，比如我寫的官司總結，就跟其他同學的方式不一樣，因此我始終覺得溫習自己的筆記會更舒服、更有效率。

### 「克服困難的訣竅就是在於自己的準備。」

蘇：據我所知，法律系課程很多英文的專有名詞，請問你當時如何適應？

劉：其實它的專有名詞並沒有想像中困難。因為那些專有名詞，並不需要一開始就全部明白或背誦，而是可以在你學習每一個章節或案件時，才慢慢地去處理及掌握。而課程所用的句子和字，也不會特別深奧，因為法律文件也不會刻意雕龍畫鳳，而是以較直接的方式表達出來。只是它需要書寫的內容很多，所需解釋的內容也要很詳盡和精準。

蘇：以我所知，你在法律系的學習並非一帆風順，但你最後都能堅持下去。有什麼驅使你堅持下去？

劉：其實沒有說哪一點突然改變了，而是整個心態不同了。因為一開始時就覺得很難，然後上課又很大壓力，就覺得鄰座同學很厲害，上導修課時又和老師有許多交流，可能有時我答問題答得不好，我回答一條問題也要在腦海裡排練、預備許多次。但是看到別人能脫口而出，一開口就整篇地說出來，自己就會有很大壓力。然後又讀得不是很開心，因為不是很習慣，且當時的學習環境壓力太大，太緊張了。

我對第一次課堂的印象非常深刻。那時每位同學都準備好筆記電腦，但我和少數同學則只有筆記簿一本。豈料教授在課堂上所說的每一句話，原來都需要我們清楚記錄。這時我發現身旁的同學打字像機關槍一樣快，且維持了整整一課，我則還未能清楚理解有關內容，連要記些什麼也不知道。

後來作仔細檢討，方發覺自己根本未盡全力，以致第一學期的成績難以向人交代。我發現之前聽不明白教授的講授內容，是因為上課之前沒有做好預習。因

為教授一般都習慣在上課前幾天上載教材上網，只要預先研習整份教材，將其中不明白的詞彙和概念都先查一次字典，弄清楚其內容，那就可以跟得上教授的教學步伐。克服困難的訣竅就是在於自己的準備。於是，到了第二學期我就跟自己說，先全力以赴，好好應付考試，若最後真的拼盡全力，成績還是差強人意，到時再另謀打算。

之後我一直努力預習、抄筆記和溫習。最後發覺，其實法律並沒有想像中困難。如果有努力溫書及背案例，那就肯定得到成果，關鍵只是看你是否勤奮而已！

蘇：以我所知，很多高中生入讀大學後，普遍都有覺得文憑試是人生的學習終結，到了大學後，就一定要去探索讀書以外的事，如上莊和玩樂。你是怎樣看待大學生活的？

劉：哈哈！其實我那時也覺得學習已經完結了，就是因為入讀法律系才有了不同的感受。換了是讀其他科，可能我也一樣會放鬆和懶惰。我原以為上大學不用上課，考試之前數天才需要溫習，但因為讀了這一科我才覺得有所不同。

蘇：你當時怎樣去調整這種心理落差？

劉：一開始的確適應不了，只能逼自己去適應。當我看到身旁的同學去圖書館溫習，那我就會感到慚愧，然後回家即使是玩，也會逼自己溫習溫習。當你知道同學這麼努力讀書時，恐怕也會不由自主地燃起鬥志！

蘇：那麼如果讓你再選一次，你會否再選擇法律系？

劉：會。因為讀法律，可以令我自己更獨立，及變得更成熟。因為修讀法律的人，畢業後還要考律師牌及執業證書，就算手執執業證書，也未必能在一間好的律師事務所工作。那麼他們就會特別努力。反觀其他學系，就算是醫科和護理系，他們畢業就一定能找到工作，而我們卻有太多的不確定性，所以讀法律的人要特別努力。就算最後我並不從事法律這個行業，我也會把這段經歷，當作是成長的訓練歷程，從中讓自己變得更成熟及更具責任感。

### 劉子淇簡歷

學歷	香港中文大學法律系	2016 – 現在
	香港浸會大學附屬學校王錦輝中小學	2010 – 2016
工作經驗	Intern, Henry Fok & Company Solicitors	2017
其他學習經歷	<ul style="list-style-type: none"> <li>香港浸會大學附屬學校王錦輝中小學</li> <li>學生會H2O副會長</li> <li>辯論隊隊員</li> </ul>	



### 後記

在我印象中，從事與法律有關行業的人，都是比較頑固和嚴肅。但與師姐暢談過後，我才發現這僅僅是我的刻板印象。讀法律並非「一成不變」，反之，其實更「能言善道」和「通情達理」，我想這才是對修讀法律系的人，更貼切的形容。

除此之外，正如師姐所說，心態是非常重要的。我們不應只側重於學業的發展，而忽略了心態的調整。有健康的心態，就自然會產生動力，做事也能事半功倍。長遠來說，學會調整心態，努力面對各種機遇與挑戰，才能把相關的經驗轉化為成長的食糧。那一定比課本上的知識，更為實用。





# 何 昆 亮

## 拒絕平庸 扭轉乾坤

「追求卓越」是我校老師經常分享的學習態度。但知易行難，當我們遇到挫折後，如何能在面對和改進自我的過程中，始終保持自信，並在失敗的原地重新起步？何昆亮是我校第一屆舊生會主席，於香港中文大學商學院修讀。從中學走到大學，從多姿多采的大學走到競爭激烈的商界，是一段怎樣的旅程？他憑著甚麼信念，闖出一片天？

呂頌恩 訪問、記錄及整理      梁邵邦 攝影



呂：呂頌恩

何：何昆亮

**「比起在工作中所學會的職場技巧，我認為更重要的是人與人之間的連繫。」**

## 由學生到校友

呂：你是第一屆舊生會主席，為什麼有興趣擔任這位置？

何：因為當初在母校擁有許多珍貴的回憶，也認識到很多很好的老師，以及在此學習到不少人生道理；所以我認為在畢業之後，理當以實質行動，回饋母校。

呂：你作為主席，有什麼期望？

何：我想學校變得更美好。更理想地說，就是讓校譽提升。很多時候，舊生們在畢業後已各散東西，我希望能夠連結舊生，能夠建立一個良好的舊生網絡。長遠來說，能夠幫助在校的同學由現在開始建立歸屬感。由於現時仍聯繫舊生，因此一切仍在努力當中。

呂：你認為現在已經達到你的期望嗎？

何：正如我方才所言，我認為一切仍有很大的進步空間。始終我們的舊生會只是剛剛起步，很多方面仍未完善，例如舊生網絡仍未能建立得很完善，這些都是我認為需要改善的地方。

呂：在這一年裏，你認為作為舊生會主席，能帶給你最大的得著是什麼？

何：我認為最大的得著是能跟母校保持聯繫，能跟在母校裏的老師、學生、甚至校友時常保持交流。比起在工作中所學會的職場技巧，我認為更重要的是人與人之間的連繫，這也是我在這一年中的最大得著。

## 挑戰

**「不要輕易讓任何人否定或界定自己，因為他們不會清楚你的全部。只有不斷挑戰自我，你才發現自己的潛能有多大。」**

呂：我知道你由中學升大學的過程並不是一帆風順，能否跟我們分享一下，你在應考文憑試時候所遇到的困難或挑戰？

何：其實我一共考了兩次文憑試。在第一次文憑試中，我沒有遇到困難或挑戰，因為我並沒有作充分的準備。即使當時有補課，我也只顧着去打乒乓球，因此我未能在第一次文憑試，如願入到心儀的香港中文大學。雖然當時有別的大學接納我的入學申請，我亦曾猶豫應否入讀算了。最後會選擇重考，是因為我覺得當我在沒有認真應考的情況下，仍能考

得符合入讀大學的成績，若肯加倍努力，必定能夠做得更好，考入心儀的大學。我想再嘗試一次，認真真地做好一件事。

在重考時，我的目標是數學科能得到滿分。雖然最後未能如願，但所取成績已足夠讓我入讀心儀大學。我認為在第二次應考文憑試最困難的地方，並非在溫習方面，反而是在心理壓力上。當時我認為自己畢了業，但仍然要和中學學生一起考試，心裡總不是味兒！但正因為有着這種心態，我覺得作為一個成年人，面對著那些中學生的考試內容，其實一點也不困難，也自信能應付自如。由此我發現做人一定要有信心，才有機會把一件事做好。這次重讀的經歷，也培養了我的自信。因為我知道，只要願意付出，會有着更好的結果。

呂：你如何應付重考時的心理壓力？

何：當時我只有一個目標，就是要考好文憑試。所以每天要做的事情，其實千篇一律——溫習。我認為那時我的生活是挺沉悶的，沒有其他目標或人生樂趣。但哪怕是經歷如此枯燥乏味的生活，哪怕成功的機會很低，但只有訂下清晰的人生目標，你才有可能做到最好，克服所有壓力。

呂：當時有沒有什麼人或事情，推動你去努力重考及面對挫折？

何：當時我有一位朋友與我一起重考，他亦是我在母校的好友，很多時候我們兩人一起溫習。如果當時沒有他與我一起努力，可能結果就不會一樣。我認為中學的友誼是非常寶貴。因為到了大學，甚至踏足社會時，與其他人所建立的友誼，未必會像在中學時的友誼那麼單純。因此，我認為在年輕時有朋友與你向着共同的目標奮鬥，是件十分幸福的事。





呂：你在這次重考的經歷中，還有沒有其他得著？

何：這次經歷讓我明白到不要低估自己的能力。我在中學的時候讀書成績一般，一直以來都認為自己不能夠入到本地大學。不過，不要輕易讓任何人否定或界定自己，因為他們不會清楚你的全部。只有不斷挑戰自我，你才發現自己的潛能有多大。這段重考經歷令我發現，以前做不到的事情，不代表將來做不到。只有你不斷努力，你就會發現，其實別人做到的事，自己一樣做到，甚至可以做得更多、更好。之後，我就不斷作更多新嘗試，嘗試追求更高的目標，其中一項嘗試，就是成立校友會。

呂：你的中學經歷，對你在大學的生活有什麼影響？

何：於我而言，中學生活多姿多采，但未有善用時間放在學習上。因此，我反而反省中學時的問題，希望在大學的生活，過得更具意義，於是在學習及探討未來的就業上投放更多的時間，使生活更充實。

剛入大學時，我對所有行業都不太清楚，所以便參與大量的招聘講座，甚至在大學當招聘大使，接觸不同類型工作的資訊。我希望從中了解自己更多，了解自己喜歡哪類型的工作。當你掌握更多資訊時，才可作出比較，知道自己究竟想做什麼工作。例如講者可能會提到一些你不喜歡的工作性質，比方是要長期到外地工作。那你就從中篩選出一些不符合自己性格的行業或工種，然後朝着其他方向發展。在大學，這些講座都是免費的，而更重要是，這些資訊都是由一些有關行業或公司職員所分享的第一手資訊，比起任何網上資訊都更具說服力和可信性。

## 蛻變

呂：在大學或實習時，你有沒有遇到其他重大挑戰？

何：入大學後，沒有老師督促。做功課或學習，全部都要靠自己，但這不是大問題。最大挑戰應該是商學院激烈的競爭環境，要在一眾強人中脫穎而出，找到一份自己想做的工作，是挺困難的。我唯有預先做好準備，早在大學一年級第一學期，當同學還在適應大學生活或在找樂子時，我就開始作各種預備，包括剛才所講的資料搜集和參加不同職業導向講座。

呂：我知道你除了回母校幫忙外，在大學亦作多方面發展，你如何妥善分配時間去完成你要做的事情？

何：在比較忙碌時，我每日都為自己訂立一個目標。或溫習，或完成功課，必須在那天完結前完成。這樣才能夠確保那天能夠完成你想完成的事情。如果那天的目標沒有完成，延遲到第二天，第二天的目標只會累積，日復一日，到最後不可能完成所有工作和責任；即使勉強能夠完成，質素也會欠佳。如果那天狀態不佳，做事效率不高，就只好晚一點才休息，務必完成任務。

很多時候，每個人擁有的時間也是一樣，但為什麼有些人能做到那麼多的事情？可能就是因為他們願意犧牲自己的休息時間。就是這些很短的時間，一點一滴地累積起來，才可讓他們比別人做得更多。每個人都有不同的時間管理方法，但關鍵是執行能力和毅力。

## 「只管在失敗時找出原因，吸取教訓，去造就下一次成功便行了。」

呂：你會擔心找不到實習工作嗎？

何：的確有。因為在大學裏，尤其是商學院的學生，每個暑假都應該有實習工作。特別在大學一年級的時候，沒有什麼工作經驗，面試前就要思考用什麼理由說服公司要聘請我。我認為能夠令公司相信自己能提升公司的價值，便會增加聘請機會。我相信這也是讓我能從大學一年級起就已經能夠找到工作，並在之後每年也能嘗試不同行業，直到現在我能做到我想做的工作的關鍵原因。

另外，我認為要對工作具有熱情。如沒有興趣或熱誠的話，別人是會感受到的，而這不能模仿出來的。在找工作時候，也應該找一些自己真的想做的工作，這樣成功找到工作的機會率也會增加。即使當做了充足的準備，仍未能找到工作，也要繼續嘗試。因為商場始終競爭太大，不能期待每次都成功。只要在失敗時找出原因，吸取教訓，造就下一次成功便行了。

## 「同事的軟知識，不容易經歷和學習得到。」

呂：你在面試前會作怎樣準備？

何：我在面試前會上網了解那個行業和其發展概況。但細節就要通過跟那間公司或那行業的人溝通才知道。怎樣能夠與他們對話？在大學其實經常也會有招聘講座，什麼行業也會有，銀行業最多，也有零售業、會計業等。我會選擇自己有興趣的行業去旁聽。講座完結後就會有交流環節，幾乎每一間公司的招聘講座都有的。我就把握機會跟那間公司的職員聊天，從中就會知道公司的實況。很多時候，我會問他們每天的工作流程，他們也會鉅細無遺地回答，而這些內容十分珍貴。在面試的時候，如你能將這些了解到的資訊說出來，面試官就會認為你不只做了資料蒐集，還知道你能了解到行內人才能知道的概況。

呂：能夠分享一下你在不同行業及公司工作時的經歷及得著嗎？

何：我從事過的工作，如保險業、律師樓、會計師樓，以至私人銀行等，都需要很強的適應力。不過，要掌握這種適應力其實不難。只要多跟同事溝通，不懂時就主動發問，很多時同事都會願意回答、教導，甚至跟我分享人生經驗。

我認為最大的得著是同事的軟知識和經驗。各種如數據分析、簡報製作等硬知識，其實輕易就能從不同途徑學到。但同事的軟知識，不容易經歷和學習得到。例如跟別人溝通的技巧，處理突發問題的方法。往往需要從別人的經驗，才可了解如何把事情處理得更好。他們豐富的工作及人生經驗，給了我許多啟示，讓我在個人或事業上少走許多彎路。





## 「不要害怕跟別人不一樣。」

## 領悟

呂：你的學習經歷有沒有讓你悟出一些道理？

何：我認為挺重要的是不要怕跟別人不同。尤其是學生，很多時候，由校服開始已經跟別人一樣；做的事情永遠也要跟別人一樣，因為大家也是在遵守同一套規矩；回答問題的答案一樣，因為是標準答案，這樣才能拿到高分。一直以來，香港的教育，令學生害怕跟別人不同，永遠覺得跟別人一樣那就安全。但往往成功的人就是因為跟別人不一樣，所以才成功。試想想，若你跟別人做一樣的事情，那你得出來的結果，也只是跟所有人一樣。要與別人不同的方法有很多種。別人覺得不值得去做的事情，你認為值得做，你就已經跟別人不一樣。走大部分人都不敢嘗試走的路，那就已經跟別人不一樣。

可能會有很多評價，因為跟別人不一樣，自然會有批評的聲音，但不要讓那些聲音影響到自己。如果因那些聲音而影響自己的決定，就永遠做不到自己想做的事情。如果選擇去跟從別人說的話去做，結果如何，也不能怪責任何人，因為這是自己的選擇。自己做決定的時候要有信心，不要害怕跟別人不一樣。

呂：你有什麼話去勉勵母校的學弟學妹們？

何：很多人會因為不好意思或害羞而不敢向老師請教，但是不需要有這種感覺，因為這是老師的責任，學生有不明白的地方就應該記下來向老師請教，這也是學生的責任。

我認為學生最重要的是要思考一下將來想做什麼？如果你將來想做一個舞蹈員，或歌手，或小提琴手，你可以多花點時間在你喜歡做的事情上。A-School 學生最大的優勢，是有很多機會嘗試自己想做的事。如果你未來想做的工作必須先有大學學位，甚至須入讀某些專科，就應該專心努力讀書。



何昆亮簡歷		
學歷	香港中文大學工商管理學系 - 金融工程	2015 - 現在
	香港浸會大學附屬學校王錦輝中小學	2008-2014
工作經驗	瑞士銀行香港分行	2017
	德勤諮詢(香港)有限公司	2017
	Clyde & Co LLP (UK based international law firm)	2016
	友邦保險香港	2016
其他學習經歷	Organizing Team of TEDxCUHK External Vice Chairman of the Wine Society CUHK HKTDC Trade Ambassador CUHK Business School Ambassador CUHK Student Ambassador CUHK Campus Recruitment Ambassador	

## 後記

透過這次的訪問，我明白到每個人選擇的路可能很不一樣，但我們要以自己的興趣為先，去尋找屬於自己的方向和目標。我們不需要害怕自己跟別人不同，每個人也有自己的特質，能夠追隨自己喜歡的事才是最重要。不要輕易否定自己的能力，現在做不到並不代表我們不應該再去努力嘗試，只要有決心，我相信總有一天我們能做到。不要讓外在的事物影響到自信，最清楚自己的能力的人只會是我們自己，所以我們要相信自己。在跟別人合作時，我們有不懂的時候就要虛心請教，在不恥下問中我們才能學到更多。誠然，將來我們會面對各種各樣的困難，但只要從今天起把握每一個學習機會，並從中累積寶貴的經驗，讓自己成長，我相信總能為我們的未來帶來幫助。





Man Hoi Wai Hannah

## Artist in the Making

Being an artist is perhaps one of the few careers students aspire to enter. For generations of students, it simply never loses its appeal despite the ever harsh environment for such a career. Man Hoi Wai, an alumna of A-School and student in Columbia College Chicago, is amongst those who are working their dream to a reality.

By Jon Chan



## A-School, the beginning of a path

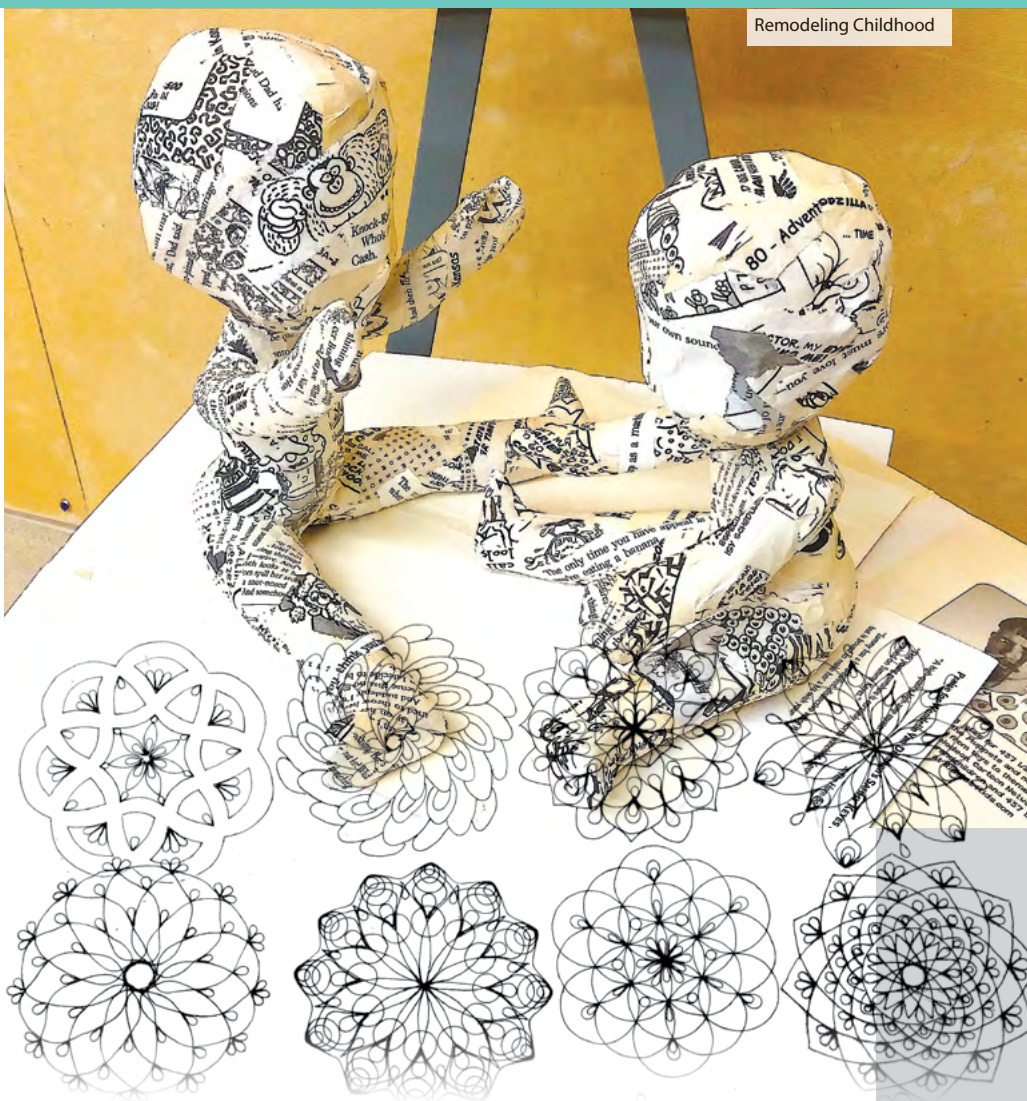
Recalling her experience in A-School, she described secondary life as “life changing and memorable”. It was the time when she decided to pursue a career in arts, where the environment of the school played a role in making such a decision, “I think the teachers and the access to various materials surely did influence me to further my schooling in arts. I once had the thought of dropping Visual Arts since the schedule of the class was really inconvenient and grade 10 was very stressful. However, after talking with my arts teacher, I gave up the idea at the end as I was convinced that I have a higher chance to do good in Visual Arts. The recognition from an arts teacher of my arts ability was very encouraging.” said Hoi Wai. And in terms of arts materials, many arts materials were offered in A-School while she now has to acquire them at her own expenses.

## APEX, the first benchmark

Despite physical constraints of A-School's campus which had limited the scale of her works, it didn't stop her from creating artworks of a vast variety. And in 2013, along with other arts students in school, Hoi Wai presented a few of her works in her first major arts show “Apex” at the Hong Kong Arts Centre. The arts show seemed to have major influence on her as she shared many skills she learned in the show, many of which are crucial for an artist, such as, how to collaborate with other artists, handling artworks and how to present them in the best way.

## Ornaments or something more important?

The creations of Hoi Wai may simply be artworks in the eyes of many, but from her perspective it contains ideas of more significance. Since her secondary years, she had been keeping up with current issues in society. And through the use of arts, she expressed her views on different social issues. One of her notable works was to raise the public's attention to local agriculture through the Ping Che Mural Village project. In the project, she worked with a group of High School volunteers to transform her home village into a mural village. Also, in her graduation arts show



back in 2013, she adopted the theme “Toxic Milk Powder in China and How It Affected Infants”. Through the use of sculptures and acrylic painting, she raised her voice on the issue which was a much shocking issue at the time.

## America, a new chapter

As Hoi Wai reached the end of her secondary years, like many of her peers, she started to plan her next step. Knowing the fierce competition for a degree in Hong Kong along with the opportunities that lay outside, she sets her sight beyond the seas, to America. “My parents and I also know that the experience will grant me the opportunity to learn and see many things that I would not have the chance to if I stay in Hong Kong.” said she. First enrolling into College DuPage, the largest community in the state of Illinois, she later transferred to Columbia with excellent grades and recommendations from her professors upon gaining an associate

degree in College DuPage. She believes that her professor's appreciation lies in her good work in studio class. “Aside from class work, I spent a lot of time outside class to work on my creation. The hard work would be shown in my artwork and the professors were always impressed by my work.” She recalled. “I was once taking a papermaking course and I was working on creating mandala patterns in 3D with thread and glue, a part that's not involved in making paper yet. Each pattern took me around 3 to 4 hours to make. I brought 12 of those said patterns to class, with some description of the creating process. The professor kind of went stunned and joked she would give me an A for that.”





Clouds Series 1



Pop Shan Shui Patterns

## A rising path to success

Continuing to work towards her target of being an artist, Hoi Wai's progress so far has been marked with success and achievements. Throughout her three years of study in community college she had been awarded six academic honours awards. And during her first year in Columbia college, she won the Faculty Recognition Award. Being asked about the factors that led to all these achievements, she replied humbly, citing the importance of her efforts, "I think the greatest motivation is that the effort I put into studies is directly proportional to the gains". She also said that her interest and eagerness to learn attributed to her achievements, as it motivated her to pay attention in class and to complete all her work satisfactorily, resulting in good grades awarded by professors and thus the achievements.

## Against all challenges

But her seemingly smooth path to success wasn't being met without any challenges at all. As she tries to start her career, through selling artworks to others and more importantly, getting an internship. She has yet to be invited even for an interview.

"With all the constant changes and improvements I've done with my portfolio and resume, I was not given the chance of an interview. For building up my portfolio or resume, it was really hard at the beginning since I don't have any official work experience as I'd mentioned. The Career Center in my College helped me a lot with building them up. It wouldn't be smart to give up on such a great resource that is free for students to access. Moreover, it's essential for an artist to update portfolio as time past and newer work is produced."

Despite the frustration, she remained undeterred and confident. Utilizing resources and support at her university, she constantly improves her portfolio and resume, hoping to get an internship someday.

## Hong Kong, the end of the beginning

After years of study, graduation is imminent, which means she has reached the startpoint of her career. Looking back towards her experience in the States, she said "I love the experience I have had while studying and living in the U.S. I learned a lot in and outside of class. I got to know many people from different countries and cultures, and I love to



Man and her hosting family in Columbia in the spring of 2017



drive my car". But albeit all of her fascinating encounters she still prefers Hong Kong, the place where she calls home, saying "Still, I like Hong Kong more since it's where my home and family are and the food is much, much better in my opinion." And so in the future she plans to start her career as an artist in Hong Kong, in the face of uncertainties about career prospects in the city. As of today, she is still confident, discovering her path ahead, figuring a way through such uncertainties.

### Self motivation, the cornerstone of a good artist

Relating to her experience as an arts student, she was asked about the qualities that made a good artist. "I think some of the important elements that make an artist a good artist is being self-motivated, and dedicated to make art that triggers others' responses." said she, reiterating its importance once more.

### Reach for the outside world, a kindly advice for students

Being asked to give advices to students back in A-School, she encouraged students to leave one's comfort zone, citing the benefits of doing so. "Leaving the comfort zone of your own language and habits, families and friends, and getting immersed into a culture and environment that's totally different might just give you some new insights" said she. In addition, for students who are eyeing a future abroad, she said experiencing the world and even starting a future abroad serves a great opportunity for them, encouraging them to reach out to the world. For the best way to get an insight into a foreign environment, she recommends students to get into a host family. Not only enabling one to learn about the local culture, it serves to be a remarkable life experience despite whether the host is great or not.

"They also need to be very self-motivated, have the confidence to speak and express their opinions, and do well in time management. So that when chances come, they will grab it and do well on it."



Seven Deadly Sins Series  
(1) Gluttony, Greed.



Seven Deadly Sins Series  
(2) Lust, Pride, Sloth.

#### Resume of Man Hoi Wai Hannah

Education	<b>Columbia College Chicago</b> Bachelor of Arts, Fine Arts	2016 - 2018
	<b>College of Dupage</b> Associate in Arts	2014 - 2016
	<b>Bay de Noc Community College</b>	2012 - 2014
	<b>HKBUAS Wong Kam Fai Secondary and Primary School</b>	2007 - 2013
Experience	<b>Manifest Urban Arts Festival</b> Columbia College Chicago	2017
	<b>Ping Che Mural Village</b> Hong Kong New Territory	2015
	<b>Apex Visual Arts Graduation Show</b> Hong Kong Arts Centre	2013



Seven Deadly Sins Series  
(3) Envy, Wrath.

#### Reflection

Conducting interview and writing articles is a fascinating and eye-opening experience for me. Especially working on this article, interviewing an artist for the first time, it has given me an insight into the world of arts which had been uncharted waters for me until now. In the course of writing, I have not only learned about the path of an aspiring arts student, but also the ideas behind an artist along with her artwork.





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