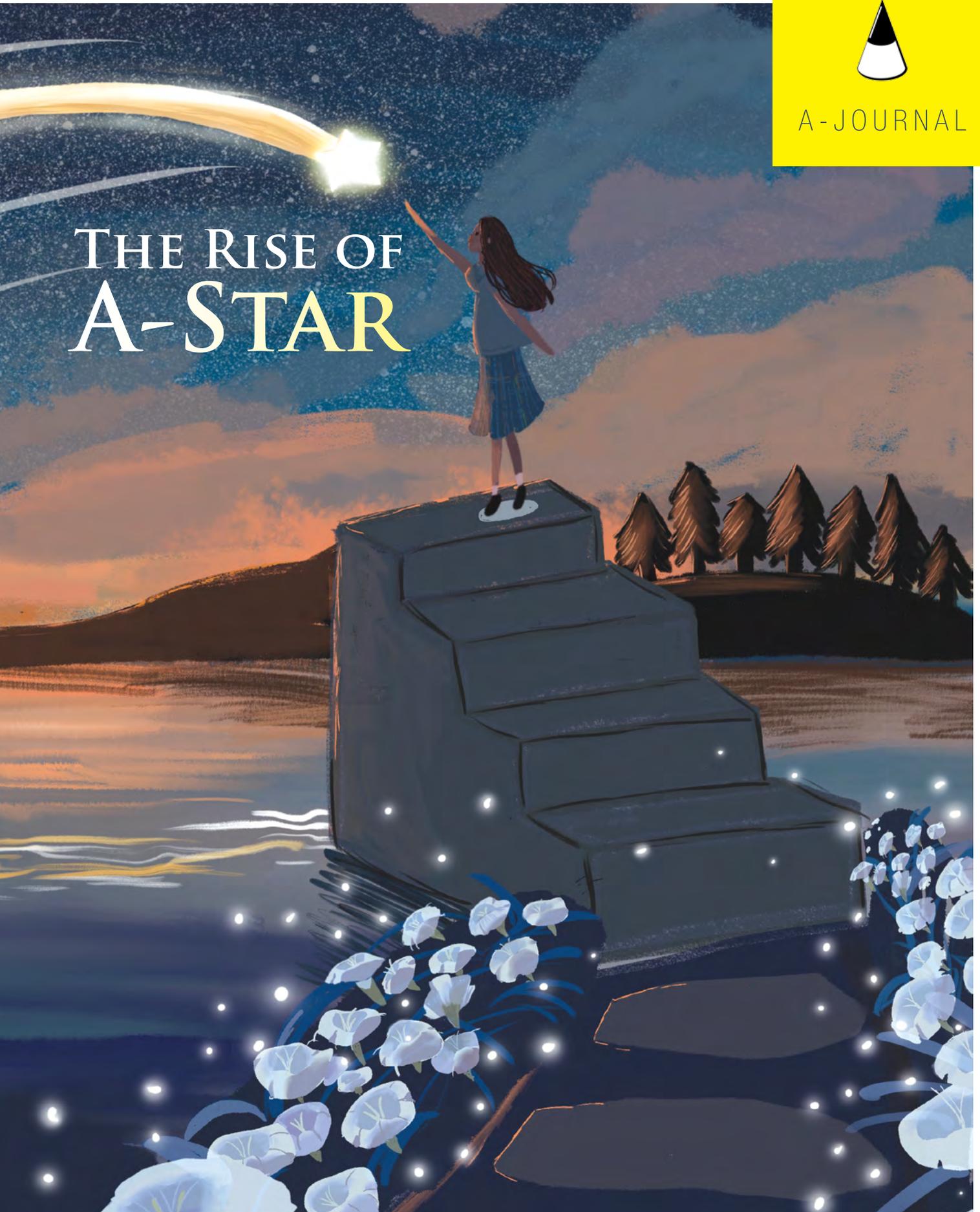




A - JOURNAL

# THE RISE OF A-STAR





5<sup>th</sup> Issue

June 2019

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LUONG Eden King Yin

# Chief Principal's Message

## 總校長的話

Capturing each and every excitement of this school year, A-Journal covers all details and highlights of our students' life inside and outside the campus. Under the guidance of teachers, this student-led publication is very different from other school's publications as it contains a span of articles, interviews and photos, contacted and taken by our talented young journalists and editors. The editorial team reassembled their peers' memorable moments through words and photographs including academic and sports achievements, as well as interesting stories in campus and the like.

With the help of teachers, students implement the ideas from planning, interviewing, writing, editing, designing, proofreading to printing. Undoubtedly, A-Journal is the best platform to showcase students' creativity and self-directed learning ability through various forms of creative writing and art.

A-Journal gets better and better year after year. Our students learn from past experiences and show great progress. It is an enjoyable moment reading the latest A-Journal to share the fruit of our students' collaborative creation. Be prepared to be amazed by their work and find inspiration in it!

新一期A-Journal出版了！今個學年裏，學生把校園內外的精彩時刻一一記錄於A-Journal。有別於學校其他書刊，A-Journal是一本由學生主導的刊物，同學們在老師指導下，一手一腳完成報導、採訪及拍攝。編製團隊整合同學今個學年內發生的難忘經歷，包括學術上的突破、比賽場上的緊張時刻、學校生活的趣事等，內容豐富有趣。

得到老師從旁協助，學生將構思化為製成品，他們躬身參與內容編排、協調、採訪、撰稿、編校、設計，以至編印每個過程。毫無疑問，A-Journal提供了最適切的平台，讓我們的學生發揮創作及獨立思考能力。

每年的A-Journal無論是內容與質素都為大家帶來驚喜，同學們努力汲取過往經驗，他們的進步反映於成品當中。希望大家用心細閱今期A-Journal，分享同學們齊心協力的創作成果。



Dr. Chan Wai Kai, Benjamin

陳偉佳博士

Chief Principal 總校長



# A-Level Up



General Certificate of Education Advanced Level (GCEAL) Curriculum

We believe that there is no limit to what our students can achieve and every student can reach his/ her potential.

## GCE AL Lower Class

This is the third year for A-School to offer the GCE AL curriculum. Students from our GCE Lower Class have adapted to the new curriculum and school life very well. The GCE AL Lower Class students rounded up the term with encouraging results in their recent IGCSE Examination, with more than 60% of them obtaining grade A or above and the passing rate reached 98%. The number of students reaching grade B or above accounted to 85% and 11 out of 20 students in the class got 4As or above while 1 student got 5A\*s in her IGCSE. Students have just finished their GCE AS Level Examination.

## GCE AL Upper Class

The 2nd batch of GCE AL students have just finished their GCE AL Examination in May 2019 and students rounded up the first year of study with their remarkable achievements in their GCE AS Level Examination, with about 69% obtaining Grade A and the passing rate reached 97%. The number of students who reached grade B or above accounted to 86%.

What is more encouraging is students receiving various conditional and unconditional offers from renowned universities around the world, including University of Oxford, Imperial College London, University College London, University of Edinburgh, University of St Andrews, King's College London, UC Davis, SCAD (with scholarship), The University of Hong Kong, The Chinese University of Hong Kong, etc. These impressive results proved the effectiveness of GCEAL curriculum planning and program of admission coaching, giving students' impetus for better preparation for university admission.



## Highlights of Conditional offers received by GCE AL (Upper) Students in 2018-19

QS World University Rankings	University	Country	Program
Top 100	University of Oxford	United Kingdom	• Computer Science
	Imperial College London	United Kingdom	• Mathematics and Computer Science (BEng)
	University College London	United Kingdom	• Biological Science
	The University of Edinburgh	United Kingdom	• Mathematical Computation
			• Biological Science
			• Business Management
			• Biology
	The University of Hong Kong	Hong Kong	• Computer Science and Mathematics
			• Electronics and Computer Science
			• International Business
	King's College London	United Kingdom	• BBA
	The Hong Kong University of Science and Technology	Hong Kong	• BBA Law
			• Mathematics
	The Chinese University of Hong Kong	Hong Kong	• Faculty of Science
			• Nutrition
			• BBA
			• Science
• Science (Mathematics)			
• BBA			
• BBA - Law			
• Economics			
• Mathematics			
• Science / Food Science			
University of Warwick	United Kingdom	• Discrete Mathematics	
Durham University	United Kingdom	• Business and Management with Business Placement	
University of Birmingham	United Kingdom	• Business Management	
University of Nottingham	United Kingdom	• Food Science	
		• Food Science and Nutrition	
University of Leeds	United Kingdom	• Food Science and Nutrition	
		• Digital Media	
University of St Andrews	United Kingdom	• Biology	
		• Management (MA)	
University of California, Davis	United States	• Biological Science	
Top 101-200	Lancaster University	United Kingdom	• Computer Science
	University of York	United Kingdom	• Computer Science
	University of Exeter	United Kingdom	• Business and Management with International Study
	University of Bath	United Kingdom	• Business Administration (with Professional Placements)
			• Management (with Placement)
University of Liverpool	United Kingdom	• Computer Science	
Others	University of Surrey	United Kingdom	• Food Science and Nutrition
			• Digital Media Arts
			• Computer Science
	University of Kent	United Kingdom	• Multimedia Technology and Design
	Aberystwyth University	United Kingdom	• Film and Television Studies
	Coventry University	United Kingdom	• Physiotherapy
	University of Plymouth	United Kingdom	• Physiotherapy
	Savannah College of Art and Design Hong Kong (SCAD)	Hong Kong	• Filming and Television
			• Food Science and Nutrition
	University of Surrey	United Kingdom	• Digital Media Arts
• Computer Science			
University of the West of England, Bristol	United Kingdom	• Physiotherapy	
University of Warwick	United Kingdom	• Discrete Mathematics	
University of York	United Kingdom	• Computer Science	



# “Be Brave to Understand Your Weaknesses”

## - Softball Team (SS)

The A-School Boys’ Softball Team continues to enjoy numerous accolades when it was crowned their 9th Consecutive Championships in All Hong Kong Inter - Secondary School Softball Competition in 2018.

In the final match, the team defeated Creative Secondary School by 12:5. Our team Captain 11D LUI Wang Pok, who finished with 2 homeruns and showed outstanding leadership skills throughout the competition, was awarded the Most Valuable Player.

This year the boys worked closely with their new head coach, who is the Head Coach of Hong Kong Men’s Team, to develop a more comprehensive training program to enhance their competitiveness in Hong Kong and nearby regions. In addition, new facilities such as a batting cage and a pitching machine were installed at school, so that both boys’ and girls’ team members can benefit from them not only in their regular training sessions but also during lunch time and their free time.

In March, the boys chose to go beyond their comfort zone. They headed to Singapore and took part in the 22nd Singapore Recreation Club – Age Group Softball Carnival 2019. As expected, the competition was tough. The teams from Singapore, Russia, Dubai and Hong Kong had a very fruitful exchange regarding softball development in their region. We came up short, but the spirit that the team carried earned their respect. We might be the underdog and might make mistakes. We might be uncomfortable stepping out of our circle but the very moment we chose to take on the challenge, we learned about the blind spots that we didn't even know we had. The boys are grateful for the opportunity and become more proactive in their learning. And that is how the team moves forward – with the desire to seek improvement despite the victory they earned in the past 10 years.

The hard-working girls’ team’s effort paid off and they came 3rd in the Hong Kong U19 Softball Elite Competition 2019.

“Stay Humble, Hustle Hard” is the motto of the team. We believe students who are committed to the teams are humble enough to be coachable. They are also confident enough to dominate their position. To be coachable, an athlete needs to be humble, disciplined and open to criticism and feedback. No matter how great they become, they still remain committed to their own personal development. The philosophy of our team is not just about championship. It is also about personal growth and character development.

### Girls’ Team Track Record:

Year	Competition	Award
2016	Hong Kong Youth	2nd
–	Novice Softball	Runner
2017	Championship	up
2018	Hong Kong U19	2nd
–	Softball Elite	Runner
2019	Competition 2019	up

### Girls’ Team Name list:

Class	English Name
7A	TSANG Chloe
7A	TSUI Wai Yan Valerie
8C	CHENG Alessandra Shan
8C	CHOW Lok Man
8C	TSE Pui Yan
8C	WONG Ching Yi
8E	LEE Pui Yan
8E	TANG Shun Yi
10B	KEUNG Sum Yi**
10D	NGAI Chi Tung
11B	LAM Hau Sum
11C	LO Hau Chun Phoenix
11C	WAN Cheuk Hang*

\*Captain

\*\*Vice Captain

## Boys' Team Track Record:

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
2018 – 2019	All Hong Kong Inter-Secondary School Softball Competition	Champion (MVP: LUI Wang Pok)
2018 – 2019	Hong Kong U19 Softball Elite Competition 2019	1st Runner up

## Boys' Team Name list:

Class	English Name
7B	YIP Jun Yu Eugene
7C	LO Ming Hei Anson
7E	CHAN Ho Yin
8A	YIU Hok Lai
8B	NG Shun Hei
8D	YEH Hsuan Ting
8E	TAI Lok Hay Haven
9B	CHOW Hei Yee
9B	LAM Yu Ting
9B	TAI Lok Tim Timothy
9C	POON Tsz Ho
9C	WONG Pak Hin Ethan
9D	CHAN Chun Shing Anson
9E	TSANG Hok Hin Hawking
10A	CHAN Yui Chit**
10A	CHENG Si Lok
10D	CHOI Ho Him
11D	LUI Wang Pok*
11E	LAM Wai Kiu

\*Captain

\*\*Vice Captain





# “United as a Team, Prepared for the Best”

- Tennis Team (SS)

The A-School Tennis Team won its first Girls’ and second Boys’ Championships in New Territories Secondary Schools Tennis Competition 2018-19 (Open Grade) since the team was established 7 years ago.

Being the 1st runner up in the same competition last year, the team has a strong passion to fight for Championship this year. With extra training sessions during lunch time and personal training sessions outside school, team member showed strong commitment and dedication and became more mature in terms of skills and attitude. Facing tough rivals throughout the whole competition, their hard work and good preparation finally paid off with the team’s long-awaited Championships for both boys’ and girls’ categories, which made a new record in A-School history.

Tennis is a sport that relies much on individual skills. The team consists of elite players as well as beginners. It is always a big challenge for the team to learn not just to focus on their personal skills and achievement, but also to unite as a team, to share their ups and downs, winning and losing, together.

With many young team members from junior grades, there is still much room to build the team to face challenges ahead. Hoping to see them continue putting in their best effort and looking forward to seeing more breakthroughs of the team in the future.



## New Territories Secondary Schools Tennis Competition

Year	Category	Award
2014-15	Boys	Champion
2015-16	Boys	1st Runner-up
2016-17	Boys	1st Runner-up
2017-18	Boys	1st Runner-up
2017-18	Girls	1st Runner-up
2018-19	Boys	Champion
2018-19	Girls	Champion

### Namelist

#### Boys:

Class	Name	中文姓名
12C	LAW Gregg	羅皓天
10B	CHAN Kwun Ho	陳冠濠*
8A	LI Sheung Long	李尚朗
8C	HUI Yi Hin	許爾軒
8B	CHAN Kwok Shun Dasson	陳珽汎
7A	JIANG Muk Chau	江牧洲
7D	NG Ka Wa	吳嘉華

\*Captain

#### Girls:

Class	Name	中文姓名
9D	CHAN Wing Yan Emily	陳穎恩
8E	CHEUNG Hau Chun Charlene	張巧臻
8D	CHE Sin Yu	謝善瑜
8C	CHAN Yee Ting	陳綺婷
8B	KAN Yan Ling	簡欣嶺
7B	WONG Cheuk Ying	黃綽盈
7B	MO Ling Man	毛令敏
7B	LEUNG Sheryl Tsz Ching	梁芷澄





# Ask for More; Strive for Excellence

- Fencing Team (SS)



The team was successfully crowned the overall champion in the New Territories Inter-School Fencing Competition 2018-2019 after winning the champion for both boys' foil team and girls' foil team as well as the 1st runner-up and 2nd runner-up for the girls' epee team and boys' epee team respectively. With the team's continuous efforts, the fencers won the top achievement in A-School fencing team's history. Great achievement not only comes with great talent, but also dedication and determination.

The A-School Fencing Team was founded in 2011 with very young fencers in junior grades. The girls foil team won their first ever trophy in 2012-2013 and came second in the team competition. With the new younger generation joining the team, the team started developing and showing their great talents in fencing and the girls' foil team won their first champion in 2013-2014.

Until now, the girls' foil team has been crowned 6 consecutive champions in the New Territories Inter-School Fencing Competition (2013-2019). With everyone's efforts and determination in the team, the foil team has been well-developed, which can be proven by their stunning achievements and has been developing the epee category. The efforts paid off this year with the overall champion of the New Territories Inter-School Competition this year.

As an A-School sports team, we never settle for less and we always look for opportunities to strive for excellence. "Great achievement not only comes with great talent, but also dedication and determination". The team is determined to put in their best efforts to secure the overall champion in the coming year!



Year 年度	Activity Name 活動名稱	Group 組別	Award 獎項	
			Boys 男子	Girls 女子
2017- 2018	New Territories Inter- Secondary Schools Fencing Competition 2017-2018 新界地域中學校際劍擊 比賽2017-2018	Overall 團體	-	1st Runner Up Girls Fencing Team
		Epee (Team) 團體重劍	1st Runner Up Boys Epee Team	1st Runner Up Girls Epee Team
		Foil (Team) 團體花劍	-	Champion Girls Foil Team
		A Grade Individual Epee 甲組個人重劍	1st Runner Up G11E TAI Harry Yeuk Tin	-
		B Grade Individual Foil 乙組個人花劍	-	Champion G10D LAW Yee Hang Shea 1st Runner Up G10C WAN Cheuk Hang
		B Grade Individual Epee 乙組個人重劍	-	Champion G9D WONG Ching Ming
		C Grade Individual Foil 丙組個人花劍	1st Runner Up G7D KWOK Ho Wang Clement	-
		C Grade Individual Epee 丙組個人重劍	1st Runner Up G7D CHEUNG Prudence	-
2018- 2019	Hong Kong Schools Sports Federation New Territories Inter- Secondary Schools Fencing Competition 2018-2019 2018-2019 年度新界地 域中學學界劍擊比賽	Overall總團體	Champion Boys Fencing Team	Champion Girls Fencing Team
		Foil (Team) 花劍團體	Champion Boys Fencing Team	Champion Girls Fencing Team
		Epee (Team) 重劍團體	2nd Runner Up Boys Fencing Team	1st Runner Up Girls Fencing Team
		A Grade Individual Foil Foil甲組個人花劍	-	Champion G11C WAN Cheuk Hang
		A Grade Individual Epee 甲組個人重劍	-	Champion G11B LO Wing Hei
		B Grade Individual Foil 乙組個人花劍	Champion G9D FUNG Cheuk Hei	-
		B Grade Individual Epee 乙組個人重劍	Champion G8B TANG Cheuk Yin	Champion G9D CHOW Ching Lam
		C Grade Individual Foil 丙組個人花劍	Champion G8A HUI Yip Kiu	-

# 中國語文

## 文學散步聽白先勇老師講崑曲新美學

為提升同學們對傳統藝術文化及古典文學的鑒賞力，去年我們師生一行三十人，隨白先勇老師賞析了《紅樓夢》，今年我們有幸在香港中文大學再次親炙白老師，聽他娓娓道來青春版《牡丹亭》與新版《玉簪記》背後的美學意趣。講台上的白老師，一襲長衫，兩頰紅潤，從容爾雅地剖析兩部經典曲目經過現今科技的幫助後，如何再次綻放異彩。白老師推動崑曲十數年，背後多少人事輾轉轉，唯一不變的是他對崑曲的迷戀、對中國傳統文化的自豪與熱愛，讓晚輩後學欽佩不已。



### 學生感悟

#### 11D呂頌恩

白先勇先生熱衷於中國文學，在講座中他提及要提起新一代對崑曲的熱誠及興趣，就必須要融合現代化的發展及科技元素。這些現代科技，包括舞台燈光、投影技術等。此外，他更加嚴謹講究舞台服裝，希望藉此吸引年輕一代，使中國崑曲「現代化」，從而代代傳承。白先生亦提出崑曲的兩個重要元素「美」與「情」，先要給觀眾呈現最美的第一印象，後要以動之以情，把崑曲留在觀眾心底裡。

#### 11D蘇詠心

聽完白先勇先生的崑曲講座後，我明白到崑劇的精髓不在寫實，而是在於意象。運用想像力才能體會崑曲的奧妙。同時，我也明白到傳統文化與現代科技融合的必要，如要青少年傳承傳統文化，便需要科技的幫助，引起大家的興趣，這樣才能讓崑曲傳承下去。

#### 8A黎宇政

在聽了白先勇老師的講座之後，我受益良多。從前我認為中國藝術和現代科技是水火不容的，但是聽完白老師的講座之後，我才恍然大悟。對於傳統藝術，我明白了現代科技能扮演輔助的角色。從前中國傳統戲劇給人死板、沉悶的感覺，而人們認為這是理所當然的。不過，現代科技所展示出來的戲曲世界，越來越貼合年青人的想像及興趣，古代戲劇的魅力也隨之緩緩展現出來，煥發出新的生命。

# 「外籍學生(NCS)中文課程」強調體驗式學習

為配合外籍學生的學習需要，今年本校特為外籍學生安排抽離學習小組課程。本課程著重訓練他們的聽、說、讀、寫的基礎能力，提升他們在中文方面的學習興趣。同時，本科鼓勵外籍學生善用電子應用程式，實行自主學習中文。另外，本科會安排合適的課後支援，及試前溫習小組，以鞏固他們所學。而外籍學生升讀高中時，可自由選讀英國國際普通中學教育文憑考試(IGCSE)或香港中學文憑考試(HKDSE)課程。

本校重視中國文化及情景教學，本科透過舉辦不同的體驗式學習活動，例如朗誦比賽、中秋節猜謎語、寫作比賽、漢字設計比賽、揮春比賽、中國文化日、中國書法班和剪紙班等，營造豐富的學習語境，引起外籍學生對學習中文的興趣，從而提升他們的學習自信及中文表達能力。



# English Language

## English Debate Team

Our English Debate Team has grown substantially this year and now has 20 members! Each participant eagerly contributes to the discussion of different motions by offering insightful arguments and comments on the social issues impacting our lives today. Every Monday, under the guidance of the new coaches (Miss Edna Chiu & Mr. Marco Yan), the team gathers in Room 203 to explore new concepts and put the debate techniques they have learned into practice.

Over the course of the first term, the team joined and excelled in the Hong Kong Secondary School Debate Competition, tackling challenging motions related to biofuel, internships, the minimum wage, and lost artefacts housed in the museums of western countries. Not only has the competition provided the team with a goal to work toward, but through conducting research, generating ideas, and formulating counter-arguments, every team member has become more familiar with the politico-socio-economic situation of the world today. More importantly, they have also gained a better understanding of how individuals, as global citizens, can respond to the events of the world in a meaningful manner.

While representing the school in the competitions, our team members have also demonstrated their maturity, as well as confidence and acuity when facing formidable opponents. Not only are the competitions opportunities for learning, they are also moments in which the team members can shine. The applause of the audience at the end of each debate session is proof of their hard work and remarkable performances.

The team has achieved a lot during the preliminary rounds, winning multiple debate sessions, and has earned a place in the final of the Hong Kong Secondary School Debate Competition (Term 1). We hope that, with their continuous effort and perpetual interest in the art of persuasion, the English Debate Team will sail toward the upcoming competitions in high spirit.

A-School students have had a busy, fun-packed year so far, filled with activities and competitions! Let's take a quick look at what we've been up to!



*The A-School debate team has gone from strength to strength since the start of the year.*



*Students presenting their ideas in a debate*



*Students from A-School and Munsang College after a debate*



*Students from A-School and Pui Kiu College after a debate*

## 21st Century National English Speaking Competition

Two of our students, Lewis and Ashley, participated in the Final Round of the 21st Century National English Speaking Competition Hong Kong Region (Secondary Category), which was held on 19 January 2019. Lewis successfully took the title of first runner-up whilst Ashley finished in the top 11. Please join us in congratulating them on their remarkable achievements and we look forward to seeing more successes like this in the future!



*The Final Round of the 21st Century National English Speaking Competition*

## Joint-division Activity – TableTop Day

Playing games is a fun way to help students practise English. Some games also encourage teamwork, problem-solving, and creativity! On 31 January 2019, A-School organised the first TableTop Day and it was well received by all who attended. Students from both divisions had a chance to play together in a fun, supportive way, while improving their English at the same time. We hope to build on the success of this event and see even more students take part in the next one!



*A great time for everyone who attended*



*8D KWOK Ho Wang Clement*

I've always believed that games are the best way to learn and the English Team's activities proved just that! Students were able to hone their English vocabulary through Scrabble and train their critical thinking through Pictionary. The games were fun and everybody enjoyed them! It was nice to see the younger generation express their interest in the English language. I'm glad we can gain knowledge and have fun at the same time in A-School!



*Students enthusiastically taking part in a game of Pictionary*



*Students eagerly setting up a game of Scrabble*



*Students testing their vocabulary knowledge through a game of Hangman*



*7B GILBERT Lewis James*

The 21st Century Speaking Competition was a complete blast. I have learnt advanced writing and public speaking skills through this competition. The final of the Hong Kong round was the most thrilling and exciting part of the competition. Stage fright took over me, but I built up the courage to speak up, and won the first runner-up prize eventually.

This competition unleashed the full potential of my English writing and speaking skills, allowing me to reach new heights. If you want to experience this, please participate in this competition next year!



*8E NG Pui Nam Ashley*

Through this national speaking competition, I learned to prepare an impromptu speech and how to be confident on stage. This is the first time that I joined a national speaking competition. At first I felt worried because I had never tried impromptu speaking. However, I went to the workshop they recommended and understood a few tips for speaking competitions. Now, I have learned to express my emotions and gained some public speaking skills. Like the teacher said, "You just need to enjoy the stage."

# Mathematics

## Outstanding Student's Sharing

12E CHANG Chun Hei, Kelvin

*Having poured over my A-level for 2 years, I must rebuke any person who believes that GCE A-level is an easy way out from DSE. GCE is hard in its own way, and it is one's own responsibility to choose the proper education for oneself.*

*GCE A-level emphasises the importance of understanding textbook knowledge, and not so much on rote memorisation. Quite a lot of people may think that GCE students end up revising less than DSE, but that is solely due to the extra attention we have paid for the in-depth understanding of the subject content.*

*A-level has provided me with the opportunity to focus on my strengths while exploring my passion, rather than diversifying my attention on other subjects. I am taking an extra subject, Further Mathematics, compared with my classmates. Although there are no official lessons, I have received a lot of help throughout the year. This helps my self-study a ton.*

*I have received offers from Oxford University, an accomplishment I wouldn't have even imagined one year prior. Needless to say, I couldn't have done this without the help of A-School, for not only nurturing me throughout the year, but also accompanying me in my journey, and most importantly, giving me the confidence and opportunities.*



## Acceleration Programme in Mathematics

7C KWOK Tsz Leong

*I have joined the Acceleration Programme since I was in primary school. The Programme provides a really good opportunity to explore something I do not know. In the lessons, the teachers usually let us discuss certain questions and brainstorm different solutions. We learn a lot from others' points of view and further develop our logical thinking.*

*In addition, the Maths Sky City has a lot of resources. We can challenge ourselves by bundles of exercises and improve our Mathematical skills.*

*The teachers also teach us really well, and they often ask us to explain the solutions to one another. I enjoy the interaction a lot!*

7C WONG Chun Ho, Honest

*I am honoured to have this opportunity to join the Acceleration Programme. It allows me to learn more advanced Mathematics, which consists of a lot of things I long to explore. The teachers always teach me some topics out of the normal curriculum. For example, quaternions, complex numbers, vectors and so on. It allows me to broaden my knowledge in the realm of Mathematics.*

*I also want to thank my Mathematics teachers who teach me a lot of interesting topics in Mathematics. This makes the Mathematics lessons full of fun!*

7C SAW Thomas Wen-Hao

*I have joined Acceleration Programme since I was in Grade 4. It really helps me improve and excel at maths. This is a valuable and rare opportunity. At first it was hard as I had to learn contents of two grades at the same time, but after the first year of the programme it became a real thrill. Thanks to the abundant resources provided by school and the teachers, I believe I can continue to thrive in Mathematics.*

7C POON Yeuk

*I think the Acceleration Programme is a golden chance for us to learn advanced Mathematics. The programme is well-developed with flexible arrangements. We are given an opportunity to have lessons with the Grade 8 students. I enjoy the lessons a lot because the teachers are funny and the Mathematics contents are interesting. I particularly enjoy the part about areas and volumes because I am relatively good at topics which require strong numerical skills. I want to thank A-School for allowing me to join the programme.*

8E CHEUNG Kwan Chiu, Alfred

*As one of the students in the Mathematics Acceleration Programme, I have studied the G.8 and the G.9 curriculums at the same time. If I were not in this programme, I would not have learnt topics like quadrilaterals and probability at this early stage. Despite the tighter schedule and harder contents of the programme, I have managed to overcome these obstacles by putting more effort into doing my homework and mastering the concepts. Overall, the Acceleration Programme is a fun and challenging experience for me.*



## Students' Achievements in Mathematics Competitions

Competition	Prize	Class	Student Involved
American Mathematics Olympiad (AMO)	Silver Award (Rank 11th)	7D	POON Vincent
	Silver Award (Rank 6th)	8B	HO Ajax
華夏盃全國數學奧林匹克邀請賽(初賽)	一等獎	8B	YIP Tsz Ho
		9D	KWOK Tsz Shing Decky
	二等獎	7E	CHEUNG Kwan Chiu
		8A	LEUNG Ching Wei
	三等獎	7D	LEUNG Tsz Ching
9D	TSE Ming Hang		
True Light Girls' Invitational Mathematics Contest	Merit (Top 25%)	10D	YANG Ruoqing
第十七屆培正數學邀請賽決賽	Bronze Award	G8B	YAU Cheuk Nam Cyrus
	Bronze Award	G11E	CHANG Chun Hei
2018港澳數學奧林匹克公開賽《港奧盃》暨2018亞洲國際數學奧林匹克公開賽(初賽)	Gold Award	G7D	POON Vincent
	Gold Award	G8B	YAU Cheuk Nam Cyrus
	Bronze Award	G8B	YEUNG Tze Fung
	Bronze Award	G8A	LAU Tsz Shan
	Bronze Award	G8B	TAI Lok Tim Timothy
	Bronze Award	G9D	LAU Kwun Lam
2018亞洲國際數學奧林匹克公開賽(晉級賽)	Silver Award	G7D	POON Vincent
第三十五屆香港數學競賽	Second Class Honour	G11E	CHANG Chun Hei
World Class Test (Autumn 2018)	Outstanding Group Performance & Most Double Distinction Awards		
	Double Distinction in Mathematics & Problem Solving	7C	WONG Chun Ho
		8D	LEUNG Tsz Ching
		8E	CHU Hok Yin
	Distinction in Mathematics	8E	LEONG Pak Yiu
		8D	CHAN Alpha Daviyd
8D	TAM Cheuk Hin		
World Class Test (Elite Competition 2018)	Most Outstanding Candidate in Mathematics	7C	WONG Chun Ho
	Most Outstanding Candidate in Problem Solving		
	Gold Award in Elite Competition	8D	LEUNG Tsz Ching
	Most Outstanding Candidate in Problem Solving		
	Gold Award in Elite Competition		



# 人文素質及通識教育科 人文通識周

2018年11月12日至16日，人文素質科與通識教育科舉行了「人文通識周」，主題是「香港的本土情懷」。是次活動的目的，是希望同學可以透過有趣的方式體驗與感受香港本土文化，並作出反思。是次學術周集知識增益、文化體驗、團體比賽及思考辯論於一身。我們相信學習不止在課室，跳出課堂，透過不同的學習經歷，相信學生的親身體驗與感受能提升學習興趣及對生活時事的關注。

「本土文化」源於我們的生活。從認識生活，我們可以誘發學生對本土文化的好奇心，這是最直接不過而有趣的學習方式。

活動以舞獅獻技揭開序幕，緊隨便是「香港絲襪奶茶的體驗工作坊」、「人文素質問答比賽」、「文化填字遊戲」、書展及「通識辯論賽」。當中「人文素質問答比賽」，小學部同學也一起參與，實行跨中小學學習，互相切磋。



香港絲襪奶茶的體驗工作坊——謝忠德師傅 (國際金茶王大賽2010年亞軍) 在本校作即場示範及講解



通識辯論賽決賽——智能手機對香港青少年弊多於利 (正方: Chamber Beethoven 反方: Chamber Aristotle)

## 大灣區考察活動

「心繫國家、全球視野」是本校辦學抱負之一。本校周年計劃重點之一，是要積極推動跨境學習，為學生提供更多元、更有趣、更生活化的學習機會。境外交流學習及交換生計劃便是其中一項活動。本科為配合這發展方向便於2019年2月15日至18日，組織「大灣區考察(深圳及肇慶)」活動，以增進對國家最新發展的認識。是次活動除了得到學校的支持外，教育局也資助同學進行考察。

國家發展一日千里，自港珠澳大橋通車、高鐵投入服務，中港融合更為明顯。最近國家進一步把香港規劃在大灣區的發展計劃之中。作為新一代青年，有需要進一步認識今天的中國發展，為未來作好準備。這次考察正加深學生對國情的認識，從而培養關心國家的情懷。

同時，是次考察活動能配合本科發展及同學的學習需要。活動一方面能配合現代中國單元的議題，另一方面，對獨立專題以現代中國保育為題的同學，能提供實地考察的一手資料。同學由最靠近香港的深圳開始行程，先看地區的創科發展、社會保障、醫療制度，再到大灣區屬較邊陲、以休閒旅遊城市定位的肇慶市，觀察及比較當地著名的七星岩、鼎湖山的旅遊景點發展規劃與香港生態旅遊發展之異同，互為借鏡。



深圳科技夢工場



宋古城

同學的探究方法，除了觀察和街頭訪談外，還與科學科合作，攜同檢測空氣與水質的儀器作全面的科學測試；我們更以360度全方位相機拍攝全景圖片，加上同學的考察過程與成果紀錄，嘗試編輯整理後，用於日後的常規課程教學，讓其他同學能透過學習程式及虛擬實景分享考察成果。

## Liberal Arts Groups using English as the Medium of Instruction (EMI)

To cater for the language needs of non-Chinese speaking students or others who may learn the subject of Liberal Arts more effectively if taught and assessed in English, our school has adopted English as the medium of instruction (MOI) in certain group(s) of the subject for teaching and assessment purposes at junior grades since the school year 2017-18. The arrangement is widely appreciated among students and parents for the opportunity to study social issues and develop critical thinking using a language that they are more familiar with.



人文素質問答比賽 中小學明星賽——得獎學生



人文素質問答比賽 中小學明星賽——六年級參賽學生全情投入

### 課題引入

庭閣以下的家庭結構種類，然後回答問題：

傳統 家庭 結構	1. 主幹家庭 父母和一對已婚子女生活在一起的家居模式。通常包括祖父母、父母和未婚子女等直系親屬3代人。	1. 聯合家庭 聯合家庭是指有血緣關係的家庭中任何一代含有兩對以上夫妻的家庭，如父母和兩代或兩代以上已婚子女組成的家庭，或是兄弟姊妹離婚後不分家的家庭。
	2. 核心家庭 父母與其未婚子女組成的家庭。	2. 單親家庭 只有父親或母親和子女組成的家庭。
現代 家庭 結構	3. 丁克家庭 夫妻雙方都工作而沒有孩子的家庭。	5. 一人家庭 只有一個人的家庭。
	6. 空巢家庭 只有年老夫婦或只有其中一人生活的家庭。	7. 同居家庭 男女雙方未婚同居所組成的家庭。
8. 其他：		

### Introduction

Please read the following family structure and answer the questions.

Traditional family structure			
1. Stem family It refers to a family composed of a couple, the husband's parents and the couple's underage children.	2. Joint Family It refers to a family composed of two or more couples, the husband's parents and the couple's underage children.		
Modern family structure			
3. Nuclear Family It is composed of a couple and their unmarried children.	4. Single-parent family It is composed of the father or mother and his or her unmarried children.		
5. DINK (Double Income No Kid) Family It is composed of a working couple without children.	6. Single-person family It has only one family member.		
7. Empty-nest family It is composed of the elderly parents who are left behind by their adult children.	8. Cohabiting family It is composed of a couple that are not legally married.		
9. Others:			

# Personal, Social & Humanities Education

## Geography



Collecting data at Tai Po Industrial Estate (G12)

To enhance classroom learning, field trips which make the real world in connections, are essential parts of the Geography curriculum. From 2019 onwards, there will be an addition of a compulsory fieldwork-based question in the HKDSE Geography examination. To equip students with the necessary fieldwork skills, the Geography Department has conducted several field studies for our G10 to G12 students.

In September, the G12 students did a field study about various industrial landscapes. They went to Tai Po Industrial Estate, Science Park and Kwun Tong. We needed to measure the sound and other environmental qualities in various sites. With the support from the Science Department (who generously lent students the equipment, and even a laboratory technician), students could complete the data collection smoothly. Afterwards, they used the microscope in the science laboratory to count the number of dust particles collected. What a good collaboration!

In October, the G12 students went to Sheung Wan and Wanchai to do a field study about the urban landscapes, in particular urban renewal. In addition to the scheduled sites, they had time to go to the PMQ to visit the exhibition of our school's visual arts work. We got a deeper understanding of how PMQ has been revitalized. Indeed, Hollywood Road (from Tai Kwun to Man Mo Temple) is a very interesting and memorable place as well. No wonder it could attract so many local and foreign visitors to experience its history, culture and new element of vibrancy.



Young generation at Hollywood Road (G12)



Waterfront at Hong Kong Science Park (G12)



Experiencing the natural wonders in Ma Shi Chau (G11)



Visiting a farm in Mui Wo (G11)



Visiting the Hydroponics Laboratory in Caritas Chan Chun Ha Field Studies Centre (G11)



Ready to set off to Bride's Pool (G10)

# PSHE Subjects: Integrated Humanities, Chinese History, Geography, History, Economics, BAFS

## 中國歷史科



Happy hikers in the Wood (G10)

In October, the G11 students went to Ma Shi Chau Special Area (part of our Geopark). Along the 1.5 km nature trail, we visited 16 attractions which highlight local geological features. By observing the rocks on sites and reading the trailside interpretation plates, students could consolidate what they had learnt in school, including the formation of various rocks and tombolo, as well as the natural processes like folding, weathering and wave erosion.

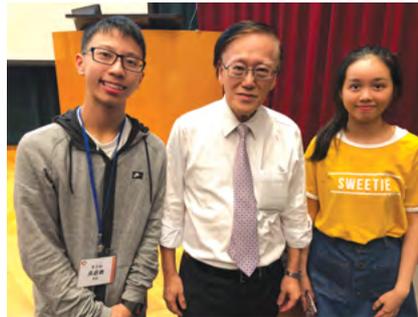
In order to let students get familiarized with the agricultural system, the G11 students attended a field study in Mui Wo, organized by the Caritas Chan Chun Ha Field Studies Centre. They needed to observe the farm, analyze data and collect the water samples from the river to investigate how human activities influence the environment. They even had a chance to visit the new hydroponics laboratory in the Field Studies Centre.

For our G10 students, they got their first Geography field trip in Bride's Pool and Mirror's Pool. Apart from the beautiful waterfalls, plunge pools and pot holes in their natural setting, they also met a group of volunteers who spent time in the countryside to remind visitors to take away their own trash. They also praised our students for their good behaviours!

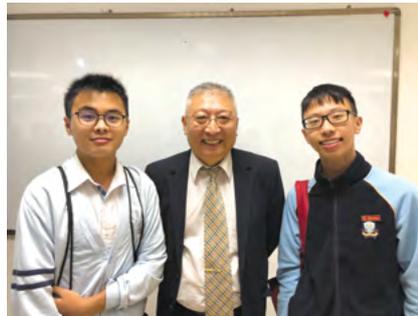
《史記·太史公自序》：「究天人之際·通古今之變·成一家之言。」這是西漢史學家司馬遷·亦是古今修習史學者的終極理想。要培養史學家的精神·不能單從書本汲取知識·更要像司馬遷一樣身體力行!



吳蔚鏗同學獲港大傑出學生暑期歷史文化課程分組匯報總冠軍。



跟史學名家喜相逢——新亞研究所教務長兼亞太研究中心主任周佳榮教授。



跟史學名家喜相逢——中央研究院近代史研究所研究員黃自進教授。



十年級同學乘坐高鐵到大灣區考察。

## Business, Accounting and Financial Studies

G11 students from BAFS (Business Management) and GCE (Business Studies) classes visited the Lee Kum Kee Global Headquarters in Tai Po Industrial Estate. The students got the chance to study the marketing strategies of the company and see the production facilities of the company. Besides, the students learnt the entrepreneurship spirit from the history of Lee Kum Kee.



## Highlights of Humanities Week



A G7 student with his good quality model

Students enjoyed the yummy and healthy food served in ECO Café.



ECO Café was run by the Humanities Club members to introduce the “super food” to our students.



Plenty of interactive and fun games were carried out to let students know more about “green food” and “food mile”.



Students learned a lot about the sustainable development in Hong Kong.



Students had a chance to make recycled paper bookmarks in the workshop.



They tried different games in S Gallery that were furnished with immersive multimedia.

### The Humanities Week

The Humanities Week was held successfully during the lunch recesses from 26 November to 30 November.

The theme of this year is ‘To Our Future – A Better Future With Good Health and Better Living Environment’. Through different games and activities, the Humanities Week provided a platform for students to learn how to cultivate and adopt healthier and environmentally-friendly ways of living.

Hong Kong has well documented issues with plastic pollution. The situation is not unique in Hong Kong and we are now living in the planet full of plastic waste. Actually, we can prevent this situation from deteriorating by making a little change together in our daily lives. We can all play a part in waste reduction by reducing our purchases of plastics, in particular, plastic bottled water. “Reuse the Past, Recycle the Present and Save the Future” is the slogan we would like to highlight in A-School. A small little step by every one of us will make a great change in the future. We only have one world. We need to protect it for our future.

Below were the activities co-organized by the Integrated Humanities, History & Geography Subjects.

In late November, a special trip to the Sustainability Gallery (S Gallery) of Hong Kong Baptist University was arranged for G7 to G10 students to help them understand the biological resources, organic agriculture and sustainable consumption in Hong Kong. There were different innovative and interactive games in S Gallery that were furnished with immersive multimedia such as 4D, AR, VR, motion sensing to let students explore. A workshop was conducted to let students learn how to make a recycled paper bookmark which was definitely a great souvenir to conclude this fruitful and meaningful visit.

# Information & Computer Literacy and Information and Communication Technology

Information & Computer Literacy (ICL) (Grade 7 to Grade 9) and Information and Communication Technology (ICT) (Grade 10 to Grade 12) equip students with problem-solving and communication skills, and encourage them to think critically and creatively. The subjects aim to develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning.

The curriculum design of ICL emphasizes the significance of both theoretical and applied learning through the use of common applications of technology in daily life, enabling our students to think critically and creatively with the topic of programming and equipping students with the basic concepts, technologies and tools in developing multimedia products.

ICT, on the other hand, provides students with essential knowledge of information, communication and computer systems, equips students with problem-solving and communication skills, develops students into confident users of ICT for their lifelong learning and nurtures students with positive values and attitudes towards appreciating the impact of ICT on our knowledge-based society.

It is encouraging to see our students getting excellent achievements in various competitions.



10D YAU Cheuk Nam Cyrus won the bronze medal in the Hong Kong Olympiad in Informatics 2018.

10C LIANG Hau Kwan, 8C LIANG Chun Yin, 9A LUONG Vallis King Hang and 8D LUONG Eden King Yin won the Unity AR/VR Competition Gold Award and they joined the sponsored Shanghai Trip to visit the company Unity. They were excited to be given a chance to explore the cutting-edge VR/AR technology.

10D YAU Cheuk Nam Cyrus won the bronze medal in the Hong Kong Olympiad in Informatics 2018 and the Certificate of Distinction in the Junior Division of the Canadian Computing Competition 2019.

Students also had an opportunity to showcase their projects to the public in events such as Microsoft Education Forum, DSS STEM Fair and Learning & Teaching Expo.



10D YAU Cheuk Nam Cyrus won the Certificate of Distinction in the Junior Division of the Canadian Computing Competition 2019.



Students attended the DSS STEM Fair 2018. Photo with Mr Kevin Yeung Yun-hung, JP, Secretary for Education



Students sharing in the Learning & Teaching Expo 2018



10C LIANG Hau Kwan, 8C LIANG Chun Yin, 9A LUONG Vallis King Hang and 8D LUONG Eden King Yin won the Unity AR/VR Competition Gold Award.

# STEAM Education

S T E A M



## Our objectives:

- To strengthen students' ability to integrate and apply their knowledge across Science, ICL, Visual Arts and Mathematics through problem solving with practical solutions and innovative designs.
- To cultivate students' high-order thinking and decision-making skills in daily life based on a transdisciplinary approach.
- To build up students' self-directed learning and problem-solving ability through collaboration.

## Our Strategies:

### General Education

Basic, In-curriculum

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

#### Grade 7 :

#### Designing the 21st Century Classroom

In the past century, our world has changed a lot in different aspects, but our classrooms still look quite Traditional. In this project, students are required to design a new 21st century classroom which would save energy and better facilitate learning experience.



Grade 7 students showcased their G7 STEAM projects in STEAM Week

#### Grade 8 :

#### Junk Robo Sumo

Students are required to design and make a robot with junk materials to compete in a sumo-wrestling tournament with other opponents.



Junk Robo Sumo Final (G8 STEAM project) in STEAM Week

#### Grade 9 :

#### Excursion to Italy to study STEAM with Science and Arts.

STEAM is an educational approach to learning that uses Science, Technology, Engineering, Arts and Mathematics as access points for guiding students inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.

### Elite Education Advanced, Extra-curriculum

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



Student showcase in the DSS STEM Fair 2018



Students joining the 70th Intel ISEF 2019 Competition



Student showcase in the Learning and Teaching Expo 2018



Student showcase in the Microsoft Education Forum 2019

## STEAM Week

The STEAM Week was held from April 1 to April 12, 2019. It was our first STEAM Week that combined the Mathematics Week, Science Week and IT Week together. Various activities were held during the STEAM Week and many students participated in them.

April 1 (Monday)	<p><b>Inter-Chamber STEAM Challenge</b></p> <p>Inter-Chamber STEAM Challenge was held on the first day where 3 members in each Chamber had to answer a number of challenging STEAM questions.</p>
April 2 (Tuesday)	<p><b>Mathematics Day</b></p> <p>A battleship game was held on the Mathematics Day and 27 members in each Chamber were actively engaged in the game. Students enjoyed the exciting challenges and had great fun that day.</p>
April 3 (Wednesday)	<p><b>ORII Workshop &amp; Orbis VR Experience</b></p> <p>ORII is a local technology startup company founded in 2015 which invented the world's first smart ring that merges innovative hardware and voice assistant technology. They gave students an experience to become a 'maker'.</p> <p>There are still many people who suffer from various kinds of eye diseases. Students experienced different eye diseases through the VR experience. Put your eyes into others' sight.</p>
April 8 (Monday)	<p><b>Technology Day</b></p> <p>AR in action! Augmented Reality is a technology which interacts the real-world environment with computer-generated objects. Students experienced holding a sun on their hands and viewed an aquarium on their hands by MERGE Cube and the CoSpaces Edu platform! They also created their own AR model in the booth!</p>
April 9 (Tuesday)	<p><b>Grade 7 '21st Century Classroom Design Showcase</b></p> <p>Selected Grade 7 students displayed their project of '21st Century Classroom' with a smart lighting and ventilation system monitored by micro:bit. All students were given a chance to vote for the best design.</p>
April 10 (Wednesday)	<p><b>Grade 8 Robo Sumo Competition Semi-Final cum Engineering Day</b></p> <p>Grade 8 students built their own robot out of recycled materials. The selected robots entered the semi-final to compete for the final places that day.</p> <p>Engineering Day featured the 'Scan-N-Cut' laser cutter. Students designed their own wearable device, scanned the designed picture and the cutter formatted the rest.</p>
April 11 (Thursday)	<p><b>Science Day</b></p> <p>There were 4 booths organised by the Science Club, Physics, Chemistry and Biology.</p> <p>There were fun demonstrations like magnetic slime, bath bombs, a smoke cannon, resonant chladni pattern, a spectroscope, a pendulum and LEGO robotic arms display. Higher participation counted towards the Chamber points as well.</p>
April 12 (Friday)	<p><b>Grade 8 Robo Sumo Competition Final</b></p> <p>Some excellent work of Grade 7 and 8 students was showcased in the STEAM week upon completion of their STEAM projects. The topic of the Grade 7 projects was "21st Century Classroom's Design" whilst the Grade 8 topic was "Junk Robo Sumo".</p>



ORII Workshop



Engineering Day - ScanNCut



Science Day

At the end of the STEAM Week, Chamber Columbus scored 1230 and won the first place, defeating Chamber Einstein, the 1st runner up, by 15 points.

# Science

## Science Activities

### Establishment of Endangered Species Museum

With the increasing number of exhibits, A-School began to re-design the area for displaying of the endangered species. Thanks to different internal and external parties, the Endangered Species Museum was successfully renovated in September 2018.

The museum displayed specimens, products and posters of various kinds of endangered species, for example, the cheetah skin, a giant turtle specimen, ivory products and crocodile skins. The products are very precious.

Through the establishment of the Endangered Species Museum, we hope that A-School students can learn more about the endangered species in the world and raise their awareness of the conservation of endangered species.



Overview

### G7 Life Wide Learning Day

This year, Grade 7 students visited the Hong Kong Wetland Park on their Life Wide Learning Day. To further enhance the learning experience of students, the Science Department used an online platform, Seppo, to promote game-based learning. Students were required to go to different checkpoints and answer the questions designed. The more the checkpoints they could finish, the higher scores they could earn. During the two-hour visit, students participated actively in the competition and finally the Overall Champion went to class 7B. Congratulations!



Corals



Ivory products



Say Cheese, with the wetland root



Display wall



Tortoiseshell



Crocodile

### Hong Kong Technology & Renewable Energy Events 2018

A group of G9 students joined the Hong Kong Technology & Renewable Energy Events 2018 organized by “e-Campus Today”. They participated in the “Wireless Recharging Capacitance Car” competition and it was quite challenging for our students as it was their first time building their own capacitance car using wireless recharging technology. However, the event was definitely a thrilling and thought-provoking experience for students to work with new technology.

## “One Student, One Flower Scheme”

To promote green culture among students, cultivate their interest in growing plants and raise their concerns for the community, our Grade 7 students participated in the “One Student, One Flower” scheme organized by the Leisure and Cultural Services Department (LCSD). Grade 7 students were required to prepare a flowering pot by recycling plastic water bottles. The flowers were then transferred to their own pots. Students were responsible for nurturing the plants given.



Flash Task - take a photo with a teacher nearby

Through this scheme, students were able to learn more about nature, and more importantly, its beauty. It is a truly amazing and meaningful event for students.

## Crime Scene Investigation Workshop

Science Club has organized a Crime Scene Investigation Workshop with Edvenue Limited to learn more about what a crime scene investigation is and what theories are used in an investigation.

How fingerprints are used to identify a person? What can the spikes of the blood spatter tell? These are some typical questions in a crime scene scenario and were discussed in the workshop. All students enjoyed the activities and were happy to learn more about the job nature of CSI.



Drop drop drop.....Can you see the spikes?



Revealing your fingerprints



We are here at the Wetland Park.



Our team



Learning how it works



Give a test drive

# Visual Arts



## Arts Festival

This year's Arts Festival was themed as "Passion for Art", providing teachers and students with an opportunity to explore the passion for art pieces in various art forms of all the times.

The grand opening of this year's Arts Festival began with the school orchestra's performance and a souvenir presentation to Mr Wong Chun Hei and Mr Lau Hok Shing, artists who partook in our Artist in Residence program this year.

The Arts Festival included a variety of art pieces including artwork, music and dance performances. Visitors were fascinated to see all the outstanding art pieces during this festival.



## APEX Visual Arts Graduation Show 2019

*Apex is one of the highlight events of art education in A-School. It serves as a platform for us to showcase our talents and hard work throughout three years. Reaching its 7th year, Apex does not only demonstrate the progress we have made in the creative world of art, but also embodies the spirit of "aiming at pursuing excellence" in reality.*

*While the event displayed a selection of creations by our talented secondary school students, Apex also witnessed the growth of some promising young artists who have been through a 12-year journey with A-School. Featuring the artwork of two outstanding middle school students in the exhibition this year, A-School has demonstrated a focus on students' extra-curricular development. As exhibited in our students' creative artwork, it is the school's aims to promote aesthetic education, to foster our whole-person development and our interest in Visual Arts.*



*This year, we are honoured to have different artists and professionals to be our guests, including the Director of Sotheby Gallery, Mr Johnathan Wong, who participated in the Artist in Residence program, Mr TANG Kwok Hin, Ms AU Hoi Lam and the Vice-principal of SCAD Hong Kong.*

*The theme of the Apex graduation show this year is hot pot. This idea revolves around 九大簋, an expression frequently used by our teacher Mr Tang to describe the first stage of any artwork. 九大簋 represents the background information, artist research and other details of the work. This fundamental stage of 九大簋 gives us more inspiration and helps us develop ideas more easily. Therefore, 九大簋 has become a phrase that is unique and memorable to our class, reminding us to do concrete planning before starting off any project.*

*Each year, an award named "Tunny Prize" is presented to the most outstanding and talented art student. Voted by guests, visual arts teachers and VA students, being the winner is definitely a great honour to us. This year, YIU Yan Na, Laura from class 12C was awarded the prize.*

*Students are grateful for what they had during their time studying visual arts in A-School, and they will continue to pursue our dreams.*

by 12B MOW Shum Yee Rachel



# Music



## Time for a Confidence Boost

One of the aims of our Music Department this year is to prepare our students to be more confident performers. Students are encouraged to partake in different music competitions outside school for more on-stage experience. Moreover, mini concerts are held frequently on campus, such as lunchtime concerts and Christmas carols in the morning. Besides performing, students are also invited to take charge of coordinating the events. We wish to promote and enhance the musical atmosphere in A-School. All music students are encouraged to participate. It is also a good platform for both the performers and the audience to enjoy music in a more relaxing way.



## Winter Concert 2018

The Winter Concert of this year was successfully held at St. John's Cathedral on November 22, 2018. Thanks to all supportive audience, students and teachers, our performers were honoured to have the chance to share their musical endeavours with everyone with all their efforts paid off beautifully.

## Achievements of the Year

The 71st Music Festival was a time for the young musicians to reveal their talents and to learn from their peers. The school choir performed the competition pieces "Take Up the Tambourine" and "Children are the Future of the World".

Around the time of Chinese New Year, the school orchestra was invited by the Shatin District Council to perform for the Chinese Lantern Festival Carnival for Sha Tin Festival 2018 cum Closing Ceremony for Sha Tin Festive Lighting. The event took place at Shatin Park, spreading the happiness of making music at festive time. Also, our Chinese Drum team performed on the Chinese Cultural Day, warming up the campus with the momentum and beats.



## Christmas Celebration

In the mornings around the celebration day, lovely Christmas tunes were spread in the crisp air by our Joint-division Strings and Wind Ensemble students. While the campus was filled with festive happiness, the Secondary School Choir also performed on stage after the frenzied inter-class Hymn Sing Competition, drawing the last school day of 2018 to a nice ending.

Meanwhile, all music teams prepared themselves well for the Variety Show on May 7, 2019, which took place at HKBU Academic Community Hall. It was another highlight event of the school year, in line with the annual musical "Aladdin".



# Physical Education

Our school's PE curriculum includes a wide variety of sport activities that aim to develop admirable skills as well as cultivate a positive attitude towards participating in PE and sports events.

In order to cope with the new learning trends and encourage more students to get involved in sports activities, different learning strategies have been adopted to enhance students' motivation and participation in PE lessons. More e-learning elements are introduced, such as the use of videos, iPads and Google Classroom to deliver complex concepts and share learning materials, as well as record the learning performance for analysis.

For senior grades, the Sports Education Model is launched where students form groups and are assigned different roles to carry out. For example, during the basketball unit, some students become coaches who have to find information for planning the training; while some of them act as the referees to judge and officiate the competition.

These approaches can allow the less capable students to find their roles and as a result, be more engaged in the lessons.

Apart from the traditional sports events, newly introduced sports are also arranged to widen our students' horizons. We have been using other facilities in the community to provide special and unique experiences to our students such as sport climbing, golf, indoor rowing, tennis, etc.

## HKBUAS Sports Teams

More and more potential students are discovered during the lessons and are referred to join different school teams and fight for the glory of the school. In particular, our four elite sport teams: fencing, softball, soccer and tennis, have repeatedly exhibited their strength and dominance through their outstanding performances.

Our Boys U19 Soccer Team just came short and ranked 3rd in the Inter School Competition, while our Boys Softball Team defeated Creative Secondary School to claim the 9th consecutive championship. The Boys and Girls Tennis Team created history by winning the Champion together in the New Territories Secondary Schools Tennis Competition. The Fencing Team also created a new page by becoming the overall champion in New Territories Inter School Fencing Competition after winning both boys and girls categories.

Other sports teams are also showing improvement through their sincere dedication. We aim not only to excel on the court, but also demonstrate our determination and team work as ONE TEAM.



# The Centre for Gifted Education (CGE)

The CGE is specially designed for intellectually gifted and talented students in A-School who have a passion for learning, particularly in the areas of Mathematics, Science and Languages. It offers a broad range of accelerating and enrichment experiences for students, with comprehensive longitudinal provisions in accordance with the students' strengths, interests and affective development.

This year, the A-School Scholar Club was established. Students in the Club were invited to have lunch meetings with our Deputy Principal Mr. Eric Lo, Assistant Principal Ms. Claudia Liu and Chief Curriculum Officer Ms. Jacqui Koo, to share their points of view towards global issues. The topics they have chosen were inspiring and interesting.

## World Scholar's Cup

A group of students from the CGE participated in an international academic competition, the World Scholar's Cup. Every year, students from over 50 countries participate in the Hong Kong Round being one of the most competitive regions this year. All the top scholars compete in 4 events, which include Collaborative Writing, Team Debate, Scholar's Challenge and Scholar's Bowl under the 6 areas in Science, Literature, Arts and Music, Humanities, History and Social Studies.

Among all the scholars, our gifted students received tremendous results which allowed them to advance to the Global Round – Australia last August. Five of the students were qualified to take part in the Tournament of Champions at Yale University last November. Through their journey in participating in the competition, our students showcased their strength which impressed other competitors with sincerity, passion and pride.

Our school will keep upholding the spirit of striving for excellence and offering a broad range of learning opportunities to students who are extremely passionate to learn.



# Reading



A-School Reading Weeks were successfully held from 15 to 28 February 2019. Our theme this year was “Detective Stories Around the World”. Library and Reading Affairs Team arranged numerous events during these two weeks, aiming to arouse students’ interests in reading and getting to know different cultures through reading detectives stories from different parts of the world.

We kicked off the Reading Weeks by inviting Ms. FAN Kim Mui, a very experienced and devoted librarian, to give book recommendations to our junior grade students in our OLE periods. Within that one hour, we could see Ms. Fan’s enthusiasm and passion for reading. She introduced forty interesting books in her talk. Both students and teachers enjoyed her sharing much and were looking forward to reading the books recommended by her!

We had two book exhibitions during the Reading Weeks. Students got a chance to read both Chinese and English books of a great variety of topics, ranging from detective stories, to classic literature; from STEAM-related books to language learning guides. Because of Ms. Fan’s highly entertaining and inspiring recommendations, our Dance Room, where the two book exhibitions were held, was crowded with book lovers at lunch time for two weeks!

Apart from the book exhibitions, our Chinese and English Departments organised lunch time activities for our students. Chinese Department organized a movie appreciation. *Miracles of the Namiya General Store* (解憂雜貨店), based on the same titled novel written by the mega-bestselling author Keigo Higashino, was shown to the students. Of course, talking about detective stories, we surely cannot miss Sherlock Holmes! Therefore, English Department chose a Sherlock Holmes movie to share with our students. The audience enjoyed watching this legendary classic much! Following the movie appreciation, both Departments organised various interesting detective games through which the students could know more about detective stories.

In addition, during the Reading Weeks, G.7 and G.8 students participated in the inter-class short film competition to promote their favourite books. Through their innovative works, we could see how our students unleashed their creativity and how fun reading could be.

On the last day of the Reading Weeks, a group of Grade 9 students put on a reader’s theatre performance. They selected a story about a detective solving a case in which Santa Claus was kidnapped. Their show brought a perfect end to our Reading Weeks. Let’s look forward to our Reading Weeks next year with a brand new theme and activities!



# Green School

## Green Week

This year, all chambers and their members actively participated in the Green Week. The first Inter-Chamber Board Design Competition aimed to arouse the awareness of students on taking proper actions to protect our environment. Each chamber chose a theme and decorated a display board with recycled materials. Chamber Aristotle reviewed the solid waste problem and effectiveness of recycling in Hong Kong. Chamber Beethoven showed us the importance of energy conservation. Chamber Columbus provided us with some practical suggestions on how to reduce food waste. Chamber Da Vinci let us know more about global warming. Last but not least, Chamber Einstein focused on pollution caused by plastic waste and suggested some ways to reduce the use of disposable plastic items.



Inter-Chamber Board Design Competition



Green Chess Game activity



Inter-chamber Green Knowledge Quiz

ECO Pioneers participated in the training workshop under the Student Environmental Protection Ambassador Scheme. The aims of this scheme were to develop a sense of responsibility to the environment and promote green leadership among students. ECO Pioneers acted as the leaders to organize activities in order to obtain the SEPA Environmental Badge. During the Green Week, ECO Pioneers hosted the ECO Chess Game activity and the Inter-chamber Green Knowledge Quiz.

## One Person, One Flower Scheme

We joined the One Person, One Flower Scheme to promote green consciousness among students, and cultivate their interest in growing plants and caring for the community. This year, we received 250 pieces of Scarlet Sage flower seedlings from the Leisure and Cultural Services Department. Instead of putting the used water bottles into the recycle bins, we reused the water bottles collected to make our own upcycle planting pots. In December, G7 students transplanted the Scarlet Sage flower seedlings from the seed trays to their own upcycle planting pots during their IS lessons. Students really enjoyed the planting activity and some of them chose to keep the flower pots at school which others bought their flowers back home.





# 堅持不懈 攀上高峰 — 網球隊

默默耕耘，日以繼夜的練習，又有幾多人知道他們背後的辛酸？為了迎接每年的學界比賽，他們做足準備功夫：成功非僥倖，能夠在失敗和錯誤中重新出發，加強訓練，融合精密的部署和良好的默契，才成就了網球隊今年勇奪男女子雙冠軍的殊榮。

9A 梁綽嘉、9A 陳干榮 訪問、記錄及整理

## 網球歷史

現代版的網球於1873年12月由華爾特·科洛普頓·溫菲爾德 (Walter Clopton Wingfield) 少校在英國發明的。他是根據原網球的遊戲創造這項運動的。當時這項遊戲只是在後院的派對中用來取悅客人。而根據大多數網球歷史學家認為，現代版的網球規則及玩法，大多由溫菲爾德借鑑了掌球戲、室內網球、法國皇室網球這幾項運動的元素，加以改良，造就了今天普羅大眾所認識的網球。

**「網球成為了她成長過程中的好朋友。」**

## 永不言敗，力爭上游

我校男子網球隊由2015至2018年，連續三年在學界比賽中屈居亞軍，雖然心中不忿，但是並沒有打沉他們的意志。三年來，隊員們積極練習、努力不懈、增強默契，憑著他們堅毅的意志，配合有系統訓練，加上精密的賽前部署，最終在今年勇奪冠軍！

女子網球隊早年因為球員不足，成績一直未如理想。但隊員們沒有因此而減低對網球的熱情，大家互補不足、並肩作戰。最終，「皇天不負有心人」，今年終能與男子隊一同在冠軍台上展示勝利的微笑。

## 網球之緣，一生興趣

受訪的五位網球隊員，自小便接觸網球這項運動，其中最久的更長達11年球齡，最短的亦有6年多。大部份網球員參加網球這項活動都是因兒時在球場上看見別人打網球，被他們的英姿吸引；再加上家人們亦熱愛此運動，在各種因素下，網球漸漸地成為他們生活的一部分，甚至成為終身興趣。

其中，對簡欣嶺同學來說，練習網球能幫助她提升專注力。從此，網球成為了她成長過程中的好朋友。而她專注力不足的問題也得到改善。除了能專注學習外，還找到人生的興趣，令生活過得更充實和有意義。

「日以繼夜的練習、磨合、互相鼓勵交流，令他們之間加深彼此的信任和默契。」

### 技術與默契，無可取替

學界網球比賽著重的是團體成績，單打及雙打比賽同樣重要。單靠個別隊員的出色單打技術，不足以致勝。而雙打項目更著重隊員間的默契，比賽時隊員需要互補不足、取長補短。隊員們認為透過日以繼夜的練習、磨合、互相鼓勵交流，令他們之間加深彼此的信任和默契。

「失敗成為了他們追求勝利的真正動力！」

### 磨練鬥志，追求勝利

兩年前的一場冠軍決賽，是令隊員們最深刻的體驗。當時的對手是強敵體藝中學，校隊在單打面臨1:1平手，到了決定性的雙打項目，隊員們對自己抱有很大期望，希望能奪冠。原本是滿有信心，以為穩操勝券；但正因大家的希望都寄託在出場雙打的隊員身上，令隊員臨場心理壓力太大，發揮不到應有水準，一直處於下風，最後以6:4落敗。

翌年，又再面臨冠軍賽，對賽隊伍仍是體藝中學，亦再次面對1:1平手，希望又再次降臨在最後雙打的隊員身上。這次他們派出了兩位很熟悉對手的組合，可惜在開初5:1的領先優勢下，因鬆懈而最後被反先，最後以5:7比數落敗。奮戰後失敗的那一刻，隊員們心有不甘，忍不住在更衣室痛哭。這些經歷，令他們沒齒難忘。不過，失敗過後，反而令他們認真面對團隊的缺點。失敗成為了他們追求勝利的真正動力！

今年網球隊重新出發！吸收了兩次失敗的經驗，今年校隊特意加強雙打的操練。比賽前教練亦安排與友校林大輝中學進行友誼賽，以提升隊員的比賽狀態。今年冠軍決賽遇上多年宿敵體藝中學，在1:1平手下，隊員們要克服重蹈覆轍的心理壓力，同時要有取勝的正面思維，他們沒有被壓力打倒，更沒有鬆懈，在熟練的技術、默契下，發揮出應有水準，最後摘下夢寐以求的冠軍獎牌！



### 隊員感想

經歷多年在網球場上奪亞的經驗，這一年終於可以一嚐冠軍的滋味，這證明了大家的努力！這個冠軍得來不易，背後除了有網球隊的努力，亦有當日支持我們的同學和老師，在此感謝他們對我們的支持及鼓勵，沒有他們，或許我們未必發揮得如此出色。雖然網球隊面臨人材流失的危機，但是我們A-School網球隊所有隊員仍會竭盡所能，繼續為學校爭取殊榮！

10D 陳冠濠

我覺得今年網球隊奪得冠軍是一個榮譽，因為這是我們第一次獲得如此優異的成績。女子隊今年非常幸運，事源是在初賽時，對手的其中一位選手遲到，結果全隊被取消參賽資格。這次的比賽，令我體會到每一件事都需要認真看待絕不可遲到，否則後果是難以承受的。

8B 簡欣嶺

我很榮幸今年能獲得學界網球比賽冠軍。我也學會了身為一個團隊的成員，需要合作及互相幫忙，才可以獲得勝利。要獲得冠軍絕不容易，我們平常更要努力地練習，才會擁有今天的成果。最後我認為獲得冠軍，最需要感謝Ms.Pak和Sunny Sir，沒有他們常常悉心教導和鼓勵我們，我們不能獲得如此佳績。

8D 謝善瑜



### 反思

今次是我第一次參與採訪和撰寫採訪稿，是一次有趣和新鮮的體驗。我同樣熱愛球類運動，也有代表學校參加比賽，很能體會比賽時的心情和壓力。臨場的心理素質往往是致勝關鍵，網球隊隊員努力不懈，懂得從失敗中學習，汲取經驗，提升技術，經過幾年的磨練而奪冠，這份堅持與毅力，真令我佩服。

9A 梁綽嘉

我十分榮幸能夠參與是次採訪以及編輯採訪稿和內容。在這次採訪前，我從來沒接觸過網球這項運動，對它的認識甚少，有幸在這次採訪中認識到網球的知識以及隊員們背後默默付出的辛酸。雖則我對這項運動理解不太深，不過從與隊員們的訪談間，我還是能體會到隊員們對自身及整個團隊的高度期望及要求。這亦驅使我不得不敬佩他們的毅力及努力不懈的精神。我撫心自問，自己還沒有這樣的毅力精神去完成一件事。因此，在是次訪談間，我認為不單只是一個訪談，了解網球隊的機會，還是大家在對方身上互相學習的好時機。

9A 陳千縈



# PERIODIBLE. REDEFINING THE FUNDAMENTALS

— Liang Agnes Hau Kwan, Liang Brian Chun Yin, Luong Vallis King Hang and Luong Eden King Yin

Four students attended Virtual Reality workshops organized by the Hong Kong Association for Computer Education, delivered by a lecturer of IVE in February and March last year. They had a chance to learn about making basic virtual 3D models using Unity, a professional 3D Game development tool, to create their product.

With the rise of STEAM (Science, Technology, Engineering, Arts and Mathematics) activities in A-School, teachers are teaching students how to create 3D models and basic programming. They combined the techniques with self-designed 3D printed models and AR technology to showcase their game Periodible.

By 8D LIN Wing Tung Melody

## Main focus of the competition

The main focus of the competition is to create a game with Unity, which can help a targeted audience and include either the use of VR (Virtual Reality) or AR (Augmented Reality). Therefore, our students chose to create a board game with the use of AR called Periodible. Their main purpose of Periodible is to help DSE candidates memorize chemical compounds easily and effectively with friends, changing something which is sometimes perceived as “dull” into something amusing. Also, it allows students to develop critical thinking when they are required to create compounds with a limited amount of tiles.



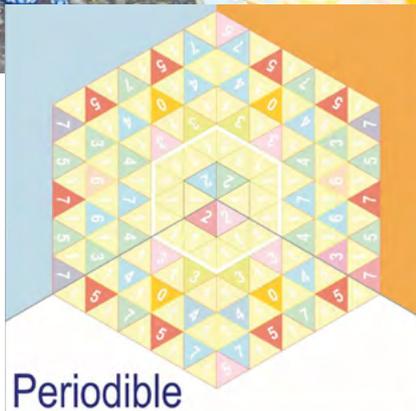
## The Connection and Inspiration between

“Periodible was inspired by the periodic table and Scrabble.” Eden said. With about two months to brainstorm and search for inspirations, students gathered ideas based on their own interests. Initially confronted with the situation to choose between a Chemistry AR card game and a Biology VR rival game, students finally decided to compromise by adding the idea of imitating Scrabble from a commonly watched cartoon known as ‘Adventure Time’. They handed in the proposal last April for approval. After their idea was accepted by Unity, they developed and completed assembling the game in four months.



金獎

香港浸會大學附屬學校  
王錦輝中小學



## The Process and Struggles

“It took us a lot of time due to the process of trial and errors and the difficulty of trying to use newly approached programs and functions. We made 5 versions of our tiles in total.” Agnes said. They started with making cards, but due to the lack of interaction, they changed the material into square tiles. Limited by the number of sides it has, there were not many possible chemical combinations which explains why players’ options may be highly restricted.

Then they made a simple yet phenomenal move. They tried triangular shaped tiles instead of a square one to create more combinations. With the lack of image recognition, they first placed QR codes behind the tile. Then they changed it to unique patterns on the tiles, so the

## Materials

Board x 1

Tiles x 200

Playing racks x 4

## Rules of the Game

- Pick an element from the rack sack.  
The most reactive element according to the periodic table will decide the order of the players.
- Take 5 element symbol tiles.
- The player with the most reactive element starts the game by putting a combination of elements on the board to form a chemical equation.
- You can place the elements either horizontally, vertically or diagonally.
- Each element counts as zero points, except if it is placed on their own corresponding color, then the player gets the points engraved on the triangle.
- After each turn, each player can reach into the rack sack and get the same amount of elements you used in the turn.
- If you can't think of putting your element anywhere, you can either skip your turn or to continue another player's equation.
- If the element on hand has already been placed on the board, you can still place yours, making the element double as it is.
- The game ends when the elements are all used up, and the player with the highest score wins.
- The game also ends when every player skips their turn, and the player with the highest score wins.
- To find out more information about each element description, players can select the element to display.

## Design of Tiles

The preliminary design of the element tile was a triangular prism with element symbol on top.

However, the design of our triangular blocks did not create sufficient visual impact as there were not many unique features. Finally, we solved the problem by creating unique patterns on the edge of each tile.



## Combination of Tiles

- Each tile has 3 edges and so for 2 tiles, it will give  $3 \times 3 = 9$  combinations. For 3 tiles, where the no. of edges will be  $4 \times 3$  the previous combination term (9) = 108 combinations.

No. of tiles (n)	1	2	3	4	5	6	7	8
Combinations	1	9	108	180	270	378	504	648

## Technical Skill and Methodology

Here are the steps for the development.

- Adobe Illustrator for creating the 2D board design
- Autodesk Fusion 360 to create 3D model of tiles
- ColiDo 3D Printer to make the tiles
- Vuforia support AR and image tracking
- Unity Development Platform, latest version 2018
- Deploy the game app into iPad using XCode 9.3

device can recognize the features easily.

“For the fourth version we found out that chemical equations like glucose which has 12 hydrogen atoms, so we got 12 hydrogen tiles on the board which consumed a lot of space and tiles. We solved this problem by adding indexes which represent the number of atoms.”

“The other problem is the possibilities. Chemistry has unlimited possibilities. Including all possible chemical equations takes a huge amount of programming script, which makes the app laggy due to its tremendous file size.” So they just minimized the space and possibilities the player had to use.

## The Sky's the Limit

When asked to compare with other STEAM competitions, students expressed that they prefer this competition. “It's more long term and it's broader.” They believe that they are able to use their imagination to their fullest, and further apply their thinking onto it, while the STEAM competitions sometimes limit students to narrow topics, tools and the many requirements. This competition allows students to try out both VR and AR and programming, with the minimal amount of limitations, this competition offers a unique learning experience in addition to their STEAM and ICT lessons.

## Memorable Moments

There are a few special/ unforgettable moments from the competition. “I think it was when they called us up after the decision of championship was made and they had this elevator which was like the Hunger Games.” Eden and Agnes said. Other groups had creative ideas that appealed to a lot of children, which was different from theirs, creating a tight knot in the competition. They were sent to a room filled with judges and guests, where they received the news of winning the championship. “One of the reasons of getting such a result, we believe, is because of the colourful props placed on their table. The use of AR gave us an edge as other teams only made use of VR goggles,” Agnes said. “And it may also be because we are the only group

presenting in English,” Eden added.

Another unforgettable moment was the making of the proposal. We had to film a demonstration video and it was funny.” Eden and Agnes said. They had to pretend that they were playing the game with an unfinished program enthusiastically, which they found both memorable and hilarious.



## Motivating Creativity

“This definitely meant a lot to me.” they said. They had the opportunity to go to the Unity Headquarters to present their product to businessmen. And they learnt how difficult it is to create a game with AR, given that they had to go through multiple processes of trial and error. It was motivating and encouraged them to display more of their creativity. The experience allowed them to understand that contrasting ideas can actually complement with each other. “It motivated me to create gaming programs myself, making use of VR and other programs which are beyond what we have learnt in lessons.” Brian said. Most importantly, they learnt that “actions speak louder than words”. It was such a belief that drove them to turn their imagination into real life experience.

## Unity AR/VR Creative Competition



## Gold Award Afterthought

After the interview with the four students, I've learnt that the sky is the ultimate limit when it comes to creativity and being ambitious is key to success. Our daily life is filled with different inspirations, waiting to be matched with ideas. Our ideas and imagination are always achievable. We need to endeavour and persevere even when the obstacles are in and out throughout the whole journey. As Audrey Hepburn said, “The word impossible has the words I'm possible.” It also made me realize how the STEAM activities in A-School cultivate critical thinking, teaching us to think outside the box.

8D LIN Wing Tung Melody



# EXPERIENCING NARA

## — Students joining the Nara and Osaka Exchange Program

Going for outward exchange is never a simple task, especially when you have to take care of everything yourself. These students, however, chose to visit Nara and Osaka in Japan, all the while taking care of the primary students who also joined the programme.

By 8D LUONG Eden King Yin

Two eighth graders, IP Hei Yeung Ethan and HUNG Hoi Lam Yvonne were students on the trip. “I wanted to learn more about the Japanese culture.” That was their reason for joining the Nara Exchange Program. They wanted to learn more - to explore more than what is present in Hong Kong.

Students joining the Japan outward exchange program:

Class	Student's Name
6A	TANAKA Shun
6D	FONG Hannah
6E	KWOK Chi Ching
6E	LI Oscar Wai-Hei
7D	YAU Charlene
8A	WONG Sze Ching
8D	IP Hei Yeung Ethan
8E	HUNG Hoi Lam

### School Life in Japan

The Japanese exchange contained two main parts: Nara and Osaka. They went to Shotoku Junior High School (Nara) and Namisho High School (Osaka). Both were memorable experiences to the students who joined. In Shotoku Junior High School, A-School students participated in regular lessons, cleaning and an obstacle race. “It was surprising, really. I had no idea that even though English was their second language, the Japanese people used Japanese almost exclusively in their daily lives,” Ethan found out during the English lessons in Shotoku Junior High School. A-School students were also very entertained by the obstacle race. Yvonne said, “It was interesting, as there are no obstacle races in our school.”

Our students visited Shotoku High School at a time where they had to rehearse for their Athletic Meet. “Before going to the field, everyone had to go on all fours and pick out the weeds. I guess it was part of their cleaning routine, but it was so interesting that the students did everything themselves without the assistance of the teachers,” Ethan said. “The students were perfectly synchronized during the rehearsal and everyone knew what they were supposed to do. I think this is something that A-School students could learn from.”

On the other hand, the students found the range of activities in Namisho High School similar to the diversity of what we have in Hong Kong. The students spent approximately half a day there, with a chance of attending a calligraphy lesson. “I’m surprised by the resemblance between Japan and Hong Kong,” They said.



The Japanese write Chinese characters in Japanese Calligraphy," Ethan said. "We were amazed that the Chinese words that we are familiar with have the same meaning in Japanese." "If we could stay longer, I think it would be perfect," Yvonne agreed.

Through their school visits, they have found some similarities and differences between the Japanese and Hong Kong teaching styles. In Japan, the lessons were more interactive, and the textbooks were basically untouched. "The students held more respect towards the teachers and they viewed lessons very seriously."



Students joining the Japan outward exchange program, 8D IP Hei Yeung Ethan and 8E HUNG Hoi Lam

It was my first time joining an outward exchange programme since I was promoted to the Secondary Division, I felt excited when I knew that I was chosen for this programme. I made friends with the Japanese buddies. I experienced many new things, such as dyeing cloth, stamping wood and flower arrangement; there were memorable.

7D YAU Charlene

In this exchange program to Japan, I experienced and learned a lot about Japanese culture and lifestyle. Also, I could feel how warm the Japanese people were. During the program, I enjoyed the amazing activities like the obstacle race and calligraphy lesson. I am glad that I had the chance to join such a meaningful program with my classmates.

8A WONG Sze Ching

## Problems encountered

Even though A-School students had a fun time during their stay in Japan, the trip was not completely smooth sailing. With Typhoon Mangkhut's arrival in Japan, a section of their itinerary was affected. "When we were visiting the Tachiban a Shrine, we received a notification telling us that a typhoon was coming and we had to go indoors immediately." It was an unforgettable experience for the students. They had to stay indoors for about half a day, and they were afraid that the inn they stayed in would collapse.

## Hindsight

Ethan believes that the program would be better if it could be arranged like the Australian exchange program. "There was a variety of activities arranged by the schools in the Australian exchange program. Each of us also had a host family, who drove us around the neighbourhood and different landmarks. They told us a lot about the culture and lifestyle there. We did not have the same kind of interactions with the locals while staying in an inn during our trip in Japan."

Yvonne holds a different view. "I did learn more Japan as we had a tour guide there." The Australians were very friendly and passionate, but the Japanese were more professional compared to that.

To me, the Australians were a bit overwhelming, and the environment in Japan was more comfortable."

Putting their personal feelings about the trip aside, they both recommend the Nara Exchange to other students. Ethan and Yvonne both think that the historical monuments in Japan are worth visiting. However, it is recommended that students should learn basic Japanese before going on the trip so that they will be able to communicate with the Japanese more effectively.

## Students' Reflection from Primary Division

It's really fun to have an opportunity to join the exchange. It's really a unique experience for me to chat and have lessons with the students in Japan. This is something I had never thought of.

My favourite part of the trip was having lessons in the schools in Nara. They go to school on foot and just play in PE lessons. They can even play card games between lessons! This is my favourite activity because I have been to many schools in different countries, but I have never seen a school so special! And I was very happy to interact with them. As they had not welcomed many guests from other schools, I believe they were also really excited about our visit.

It was not really hard to work with the G.7-8. We had many things to talk about. My friend and I were really curious about the secondary school life, so we asked them many questions.

The learning atmosphere in Japan is very different from our school. They have to clean up their school by themselves, like we saw in the animation from Japan. They are also trained to serve others from a very young age. They serve others at lunch. They play games every lesson! They learn through games. We played a game in their English lesson. We needed to get an eraser as quickly as we could and answered the questions. It was really fun. We could also learn through this game!

The good thing of this learning atmosphere is that they are trained to be independent since they are young, cleaning and sharing are all good habits in daily life. If I must say something impressive about their way of learning, it would be that they learn English by memorization. It's hard to learn like this. I think it is a worthy and precious experience in my life.

6E Stefani KWOK



Even though my dad is from Japan, I was born and raised in Hong Kong so I have hardly any experience learning in Japan. I think this Nara exchange trip was really meaningful. Not only did I learn new things, I even got to experience how it is like being a student in Japan. I met a lot of Japanese students on the way too!

I think learning in Japan is very different from Hong Kong. The lessons there are very unique. For example, there is a lesson just to celebrate the students' birthdays by playing ball games. In their school, their class teacher teaches all the subjects except for some special cases so the class teacher knows what the students are good at and can use it to its advantage when doing some projects. But if your class teacher is bad at teaching some subjects, you will be stuck with the teacher for the rest of the year. Their seating plan is also different. They are five in a row. It is good because it will be harder to talk to your friends. Therefore, you will be more concentrated in lesson. There are also disadvantages with this seating plan as sitting in a row makes it hard for students to work in groups. Therefore, they have fewer group activities. Other than that, they even have PE the whole grade together. The PE with lessons are very different. They keep teaching the same thing. At lunch, some students volunteer to help distribute lunch and clean the cafeteria afterwards. So, the students have a better sense of belonging and the school does not need to hire extra staff.

I really appreciate the opportunity that the school has given me. I also want to thank the G7 and G8 students for taking care of us throughout this trip.

6A TANAKA Shun



## Afterthought

What they said about Nara was mind-boggling, as I never expected any of it. I was also really surprised by the students' neutral reply towards typhoon Mangkhut reaching Japan. I thought they would be freaked out and terrified, but that wasn't the case. I have learnt that the education system in Japan is quite similar to that in Hong Kong in a sense that they're both more of an industrial-age education.

They have reminded me that learning does not necessarily have to be confined in a classroom. It can be anywhere. In a quiet, miniscule village like Nara, or a crowded, bustling city like Osaka, there is always something we can learn from.

by 8D LUONG Eden King Yin

In September 2018, I went to Nara, Japan and had an exchange program together with 3 other primary schoolmates and 4 secondary schoolmates.

I would describe the learning experience as a very precious opportunity, as I could experience local school life in Japan during the exchange program. The most memorable experience was to use a sewing machine to make my own tissue paper pocket. In Hong Kong, I barely have a chance to use a sewing machine from the 80s!

The learning style and atmosphere in Japan are very different as they have more subjects and their learning style is more traditional. In our school, we have discussion sessions and group work during lessons, but in Japan, they just work and learn individually. With this traditional style, I think the students in Japan can learn more efficiently and the classroom will be more disciplined. However, the students may have too much pressure during lessons as they have to learn and think by themselves.

Going on the exchange program with secondary school students made the trip easier as the secondary students often offered help to us when needed.

The most important thing I have learnt throughout the trip is the traditional Japanese culture. I have experienced living like Japanese, sleeping on a tatami, going to a local primary school, trying out flower arrangements and tie dye, etc. I believe that this exchange program has given me the best chance to experience traditional Japanese culture.

6D Hannah FONG





# THE ESSENCE OF LEARNING

## — Students joining the World Scholar's Cup

Learning is unlimited. Getting a good ranking in school doesn't mean you are the best. Facing all the future leaders around the world can definitely help you to improve your own skills. When many people choose to memorize information for the test, our school's scholars have found that understanding is more important than memorizing.

By 9B BOU Hei Lam

### Introduction of the Centre for Gifted Education at A-School

The Centre for Gifted Education (CGE) is specially designed for intellectually gifted and talented students in A-School who have a passion for learning, particularly in the areas of Mathematics, Science and Languages. It offers a broad range of accelerating and enrichment experiences for students, with comprehensive longitudinal provisions in accordance with the students' strengths, interests and affective development.

### The World Scholar's Cup

A few of our A-School's students had joined the World Scholar's Cup, and they won the Tournament of Champions.

The World Scholar's Cup is an academic conference, with students from over 82 countries participating. The World Scholar's Cup hopes to motivate students of all backgrounds to demonstrate their existing strengths and to discover new ones and practice them. It also hopes to inspire a global community of future scholars and leaders.

You might be wondering what differences between World Scholar's Cup and other competitions are.

"Actually, World Scholar's Cup is not just about academics, that will rank you by just doing a test paper, depending on your skill or your level, but they also look through socializing as well." Ray, one of the participants said. Students

are meeting scholars from different schools and countries, and you will find that they are not so different from ourselves. The competition is not only about winning, but also about socializing with other scholars in occasions like the Scholar's Ball and the Scholar's Show.

Besides, the topics given by the units are all in-depth subjects that are very relevant to our society, for example black markets and cryptocurrency. "So not only are we broadening our horizon, but we are also actually more familiar with what is happening in the society, thinking more out of the box and learning more knowledge outside the classroom instead of from basic curriculums." Ethan said.



## Difference between Global Round and Tournament of Champions

Participating students are given a curriculum of six subjects to study, including literature, arts, music, science, social studies and special areas, which changes every year. Last year's topic was "An Entangled World", and this year is "A World on the Margins," it is about ethnic groups and marginalized societies. All subjects would be tested in three competition styles: challenge, writing and debate respectively. In order to win the Tournament of Champions, students should pass all Hong Kong Rounds, Global Round and the Tournament of Champions. Students would be tested with different kinds of questions on politics, history, social issues, science, literature, arts and daily lives, in a very unique way.

The major difference between the Global Round and the Tournament of Champions is that the Global one is less competitive than the Tournament of Champions because students meet very outstanding opponents from other countries or even from other schools that are also from Hong Kong who have strong and better skills. And they could see how the Tournament of Champions is way tougher than the Global Round throughout the whole journey. In addition, there are six places for the Global round, but only the winning team can go to the final destination, Yale's University in America for the Tournament of Champions.

## The Journey of a World Scholar

The main reason that our students wanted to join the World Scholar's Cup was they took this as an opportunity to challenge themselves in a different curriculum, instead of learning knowledge from textbooks and trying to pass tests at school. Another reason was they found bonding among the scholars was emphasized. They have to learn what other talents do and like. It was a comprehensive learning experience, where they could actually learn things

that are useful for our lives. What made it a precious experience was they had an opportunity to meet people of similar caliber from different countries, who would be learning and challenging themselves at the same time, while having debates and writings with other scholars.



“I would not say the World Scholar’s Cup is a competition, but more of a celebration of learning. You are gathered with hundreds, maybe thousands, of similar scholars who actually are not so different from ourselves. The competition is not the most important part.” Lucas said.

During the tournament, they met their third groupmate from Vietnam since they were required to team up with scholars from other countries.

They had a chance to do collaborative writing and argumentative essay together.

At first, all of them were very nervous to meet this new friend. But at the end, they realized that they would be debating together, writing together, and enjoying the tournament together. Thus, they decided to step out of their comfort zone and bring her in. Then they went through studying together for the tournament, sending documents to each other and communicating to create bonding. They also did mock debates as the competition didn’t have many regulations and rules but allowed students to express their ideas with critical thinking freely. Thus, they had to train their improvisation to have a better performance.

The difficulty came up when they got off-track in the improvising part of the debate where they suddenly switched roles because they were extremely nervous, they were not cooperating correctly and not having enough information. But at last, they overcame that easily by just improvising and trying their best to stick with the plan.

The World Scholar’s Cup is a place to create extraordinary memory.

“I performed in both the global round and the tournament, singing, and I had actually made a lot of good friends through those performances. Before the shows, I told people how nervous going on stage is, and we became best friends. And I am still in contact with them on Instagram. I still text them, talking about school life,” Melody said.

Some of them met good friends with the same interest, which was a marvellous memory for them.



Unlike in excursions, scholars had to live together in a short-stay apartment. Students treasured the time that they had Snow Ball Match. However, they were not used to everyone around outside of school, so they had friction.

In a Scavenger Hunt, a socializing game where students gained points, students met two cute alpacas which made them blissful memory throughout the journey.

Each competition has a symbolized mascot. For World Scholar’s Cup, the figure is an alpaca, named Jerry. Jerry represents and symbolizes the happy environment and that it is a non-violent programme, and it is a serious learning competition, but more focus as a celebration in Learning. “Nobody can take the competition seriously when there is a gigantic stuffed animal on your desk.” Clement said. For every round, students get a doll alpaca. And as it goes on, the size of the alpaca will become bigger. So by the end, students would get three alpacas, each one is bigger than the last. It shows that students are able to go through the tournament.

While all the students were crossing their fingers hoping to get into the tournament, it was a breaking news to get in as it was out of their expectation. All of them were happy, but at the same time nervous about what was going to happen, whether it was going to be more difficult.



## World Scholar's Cup

A group of students from the CGE participated in an international academic competition, the World Scholar's Cup. Every year, students from over 50 countries participate in the Hong Kong Round being one of the most competitive ones. All the top scholars compete in 4 events, which include Collaborative Writing, Team Debate, Scholar's Challenge and Scholar's Bowl under the 6 areas in Science, Literature, Arts, Music, Humanities, History and Social Studies.



## Changes in Learning

The World Scholar's Cup definitely helps the students learn more as the topics are broader from which they can gain from textbooks, like cryptocurrency, black markets, ethnic groups and marginalized society.





The competition will give you motivation to learn more and enhance your own skills.

“When we saw the Chinese International School Team from Hong Kong getting a high ranking in the Asia region, it did motivate us to study more and be stronger,” Melody claimed.

To all participating students, it was a good opportunity to experience and broaden their horizons.

To win a competition, it is important to have a good leader. Miss Cally Fan helped the team throughout the whole journey. She organised and administered all paper work in all rounds. She also gave the team encouragement and wise advice. The team learned that they should challenge themselves and always stay humble because there are always people who are better.

“Without her, we couldn’t make it to the Global Round and the Tournament of Champions.” Clement replied.

### If they had another chance...

Students claimed that they should work and study more, while they should understand instead of memorizing the information. Learning is not about writing factual things at school and passing a test. It is about understanding and elaborating to improve the society.

“The World Scholar’s Cup is definitely a memorable and unforgettable experience where you can socialize with other scholars, expanding reading and knowledge and getting new perspective. You are facing the leaders of the tomorrow society, so it is a wonderful experience to see that you are not the best, you still have a lot to work on. You are recommended if you are capable. This is a terrific chance to broaden your horizons,” they said.



### Afterthought

I think World Scholar’s Cup serves as a very good platform for all students around the world to communicate together, create bond among all cultures. It shows me that memorizing the information for exams nowadays is not enough, whereas understanding is very important. You can elaborate and enrich your knowledge if you understand. This is also the key to be a future leader. I truly thank the team for sharing their valuable experience on the Tournament of Champions.

by BOU Hei Lam

## World Scholar's Cup Regional Round (Hong Kong) 2019 Result

Grade	Team	Individual Challenge
<b>Junior</b>	<p><b>5th Place overall, 5th in Bowl, 6th in Team Challenge, 15th in Debate</b> G8D LEUNG King Hei Lucas G8D LIU Zirui G8D POON Vincent</p> <p><b>17th in Debate</b> G8D CHEUNG Prudence G8D IP Hei Yeung Ethan G8D KWOK Ho Wang Clement</p> <p><b>22nd in Debate, 22nd in Bowl, 27th in Writing</b> G7C FUNG Wai Tak Walter G7B FU Cheuk Yiu Tiffany G7B GILBERT Lewis James</p>	<p><b>1st in History, 3rd in Special Area</b> G8D LEUNG King Hei Lucas</p> <p><b>1st in Special Area, 2nd in History, 4th Place overall Scholars, 6th in Debate</b> G8D LIU Zirui</p> <p><b>10th in Arts, 14th in Social Science</b> G8D IP Hei Yeung Ethan</p> <p><b>11th in Science, 11th in Debate, 18th place overall Scholars</b> G8D KWOK Ho Wang Clement</p> <p><b>15th in Social Science</b> G7C FUNG Wai Tak Walter</p> <p><b>10th in Writing</b> G7B FU Cheuk Yiu Tiffany</p> <p><b>14th in Debate</b> G7B GILBERT Lewis James</p>
<b>Senior</b>	<p><b>19th in Debate</b> G9B KAM Chloe Lai Tung G8D LIN Wing Tung G9B SO Wing Kiu</p> <p><b>36th in Bowl</b> G9B HO Ajax G9B KEUNG Tsz Shing G9B SIN Hei Shu</p>	<p><b>27th in Debate</b> G8D LIN Wing Tung</p> <p><b>42nd in Debate</b> G9B SO Wing Kiu</p>

## World Scholar's Cup Global Round 2018 Result

Grade	Team	Individual Challenge
<b>Junior</b>	<p><b>2nd in Writing, Gold in Debate, Silver in Bowl</b> 7D KWOK Ho Wang Clement 7D LIU Zirui 7D LEUNG King Hei Lucas</p> <p><b>Silver in Debate, Silver in Bowl</b> 7D IP Ethan Hei Yeung 7D LIN Wing Tung 7D LUONG Eden King Yin</p>	<p><b>Gold in Writing</b> 7D LIU Zirui 7D LEUNG King Hei Lucas</p> <p><b>Gold in Science, Gold in History</b> 7D LIU Zirui</p> <p><b>Gold in Arts &amp; Music</b> 7D LIN Wing Tung</p>



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# 規劃人生 構建城市

## — 專訪傅可迪

近年，香港大型基建工程越來越多，市區重建計劃、土地短缺等問題，令城市規劃一門求才若渴，而有關大學課程亦漸漸炙手可熱。我們有幸邀請到修讀香港大學「城市研究」課程、即將大學畢業的A-School校友傅可迪，為我們解構這一門課程，並分享她的學習經歷。

鍾梓澄、呂頌恩

訪問、記錄及整理

攝影：張嘉澤

### 城市設計師

香港大學（下稱「港大」）「城市研究」課程是其建築學院其中一個課程。課程包括兩方面：一是「理論」，如城市的起源及建築城市的概念等；二是「實踐」，運用所學理論設計及製作不同城市的模型。

「這是一個比較著重藝術表達的課程，我們曾製作一個模型表達對旺角區的看法，利用不同的燈飾、報紙、顏色等表達我們對旺角的整體印象。」可迪說。「課程內亦包含一些比較公式化、系統化的研究，較著重實際城市規劃的過程。」她說。「這亦代表相對來說有較多限制。例如我們曾代入發展商的角色，設想發展商應如何發展長沙灣已拍賣的土地，同時又要配合政府所設置的發展土地的框架、模式。過程中，我們需要舉辦模擬發佈會、估價、準備售樓書、拍賣資料等工作，並需於一個學期內完成，時間非常緊逼。」

整體上，「城市研究」課程涵蓋各方面的城市規劃範疇，包括交通規劃、環境規劃、土地用途規劃等，讓同學能對城市規劃有初步及全面的認識後，才選擇自己的專業修讀。

「我比較喜歡環境規劃及土地用途規劃。以環境規劃為例，我們需要利用電腦軟件評估對環境的損害，好讓發展商發展時作參考，同時給予公眾知情權，了解發展對環境帶來的影響。」可迪說。

### 了解興趣 勿誤時光

常常有人分不清課程與建築系和測量系的分別。「城市研究課程即城市規劃及設計，與建築系和測量系確有共通之處，但與城市研究比較，建築系需要多點創意，測量系則需要多點運算。」她笑言。

「曾有一位同學入學後不太投入學習，最終轉了去測量系。雖然他畢業後仍可累積數年工作經驗及考獲測量師牌照，但避免浪費時間，我認為大家在選科前應謹慎考慮清楚自己的興趣及能力，免得浪費時間和資源。」她惋惜道。

**「香港發展偏向守舊，一般規劃會循規蹈矩、按照慣例完成，而且會偏向迎合發展商需要，盡量賺取盈利，導致規劃方向並非根據生活數據分析，故美國之行令我覺得醍醐灌頂，受益匪淺。」**

### 見美國之大 嘆香港之小

問及可迪在學時最為特別、深刻的經歷，她立即想到美國作交換生的經歷：「我最喜歡在美國爾灣加州大學交流的那個學期。因為在往美國交流前，我都只能接觸香港本土的規劃，交流則給我一個機會去深入了解另一個國家的城市規劃政策。」

「我在美國也是修讀城市規劃，需淺讀美國和加州的一些規劃問題和政策，因此能了解美國歷史及在公共政策的方向，以及一些美國人特別關注的議題，而這些都是規劃時需要了解的背景資料，讓我獲得不一樣的學習體驗。」她解釋。

城市規劃師其實就是一個設計師，只是其設計專注在城市的硬件規劃上。但一個出色的城市規劃師，應設身處地為該城市生活的人考量其需要。因此，在美國的城市規劃中，近至美國人關注的社會議題，遠至美國歷史及在公共政策方向，皆是規劃師必須知道的背景資料。

「在美國城市規劃中，有三方面是十分看重的。一是種族分隔，黑人和白人之間的矛盾問題仍要在城市規劃中考慮；二是氣候變化，美國政府會設法減緩氣候變化現象所帶來的影響，並著手興建新的基建和研發新科技幫助解決氣候變化問題；三是大數據的使用，美國

政府會利用大數據分析現時生活需要及預測未來需要，從而作出完善的城市規劃。美國的大學亦期望學生能夠利用相關科技設備及大數據作詳盡的分析。」可迪分析道。

「可惜，香港發展偏向守舊，一般規劃會循規蹈矩、按照慣例完成。而且會偏向迎合發展商需要，盡量賺取盈利，導致規劃方向並非根據生活數據分析，故美國之行令我覺得醍醐灌頂，受益匪淺。」可迪感歎道。

## 宿舍生活 非外人道

大學最令不少同學期待的，莫過於宿舍生活。談及住宿經歷，可迪卻頗感無奈。她家住馬鞍山。為方便上學，故申請入住宿舍，但在第一學期便因該宿舍的傳統而被逼參與各種活動。「入住此宿舍的學生，必須參加不同運動及學會。因為我本身不擅長運動，故選擇了運動量較少的曲棍球。但因為我的本科課擔不輕，曲棍球課的訓練時間及次數令我相當吃力。再加上戲劇學會的排練，開學不久後便覺身心俱疲。」可迪猶有餘悸。

同時，住宿舍常會被其他同學打擾，宿舍亦有定期的會議，令她難以專注於學業。最後申請退宿位。

她坦言，若能再選擇一次，她會選擇其他不需參與多項活動的宿舍。她奉勸同學在選擇住宿制，或哪一個宿舍前，應先做好資料搜集，了解清楚哪個宿舍比較適合自己，再作決定。



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THE UNIVERSITY OF HONG KONG



「大學教授很重視學生是否有熱誠，對於學習這一科有沒有信心。」

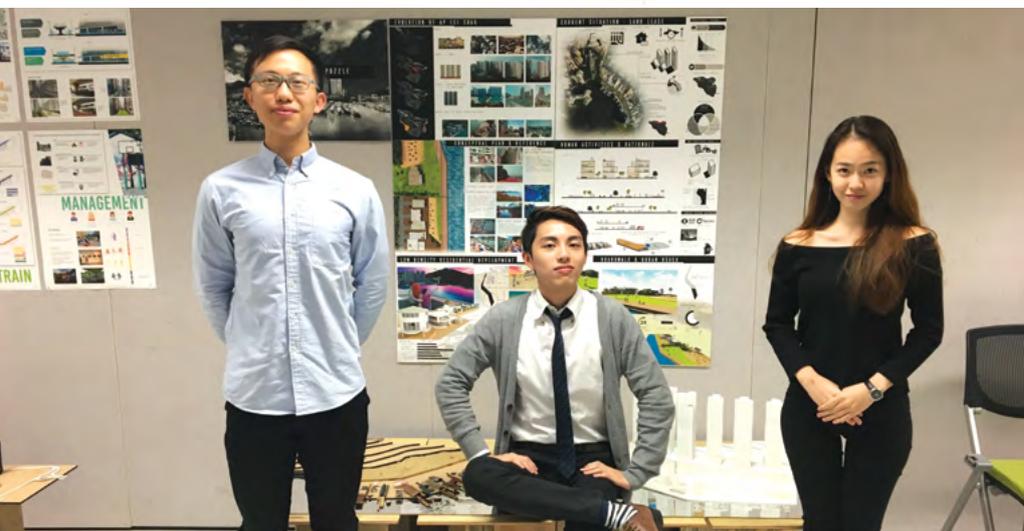
## 面試經歷 時事觸覺

香港大學的文學士(城市研究)學位競爭激烈。每年約800 - 900名學生報讀，卻只錄取約20名，平均40名學生爭奪1個學額。大家可能好奇，可迪是如何考進去呢？

可迪憶述在她大學面試，題目是有關香港時事問題，例如香港廢物處理、機場第三條跑道如何舒緩香港的交通擠塞等議題。通常考官會基於時事去問面試者的看法。港大城市研究課程有兩輪的面試：第一次是小組面試，第二次是個人面試。個人面試通常會問一些個人經歷或感受，例如問面試者為什麼想讀城市規劃，對這一科有什麼了解。

當時可迪就跟面試官說，她在中學學習歷史的時候，接觸了一些關於城市化的發展和有關昔日香港的交通措施，因而認識了這些議題，令她更加有興趣學習城市規劃。當時面試官亦問她有關通識科的獨立專題探究的情況。其實，面試官不期望中學生能認識到很多有關城市規劃的知識，反而大學教授很重視學生是否有熱誠，對於學習這一科有沒有信心。

另外，可迪另一個大學面試經歷是香港城市大學的工商管理課程。「我記得當時的問題是有關中央屠宰，但有些



面試者不知道什麼是中央屠宰，因為當時是用英語來面試。」她當時也不認為自己十分了解這個議題，幸好在通識科上有接觸過才能對答。

## 本科需要 了解香港

如果同學想入讀港大的城市研究課程，可迪建議同學在面試前要多了解現在有關香港城市規劃的議題，例如基建項目、大灣區發展、政府土地發展前景等。「在面試時，面試官可能會問面試者對一些時事議題的看法，也可能會問面試者對什麼時事議題特別關注，例如會問對移居珠海養老有什麼看法。其實很多議題也跟通識科研究的議題很相近，了解更多時事的話就可能增加面試的把握。」她認為這一科並不需要同學準備太多本科知識，因為在大學一年級的時候，大學裏面都會教最基礎的理論和知識，所以其實不需要太緊張。平日有留意時事就好了。

「相比其他傳統學校來說，這裏每個同學的個人經歷都會比較豐富。」

## 回味：A-School

可迪提及她在學校當文化大使的經歷是比較深刻的。她認為當司儀能讓自己變得更有自信。另外，她也有參加朗誦，這讓她更願意在台上說話，不容易怯場。她表示，雖然高中大部分時間她都在讀書，但她當然在空閒時亦有跟班上的同學輕鬆一下。

此外，她提到A-School的學習生活是比較自由的，當她入讀大學的時候，不會有一種突然放鬆的感覺。她也認為A-School能夠讓同學們有機會嘗試參加不同的活動，體驗不同事物。這讓A-School的同學有多一份競爭力，因為相比其他傳統學校來說，這裏每個



## 傅可迪簡介

### Introduction of Kelly Fu's Profile

教育 <i>Education</i>	<ul style="list-style-type: none"> <li>The University of Hong Kong 香港大學 Sep 2015 - May 2019 Bachelor of Arts in Urban Studies 文學士(城市研究) Major: Urban Studies 主修：城市研究 Minor: Geography 副修：地理 Dean's Honors List 院長優異生名單 2017-2018 C.V. Starr Scholarships 獎學金 2017-2018 The University of California, Irvine 加州大學爾灣分校 Sep - Jan 2017</li> <li>Hong Kong Baptist University Affiliated School Wong Kam Fai Primary and Secondary School 香港浸會大學附屬學校王錦輝中小學 2009 - 2015</li> </ul>
工作經驗 <i>Experience</i>	<ul style="list-style-type: none"> <li>AECOM (Internship) June - Aug 2018</li> </ul>

同學的個人經歷都會比較豐富。再加上A-School有較多主動以及願意嘗試不同事物的同學，相信同學們會比較容易融入大學，在大環境中，也會表現得比較主動。

## 展望：裝備自己

從「港大」四年的城市研究課程學士畢業後，可迪會前往美國的賓夕法尼亞大學修讀為期兩年的城市規劃碩士課程。她表示在碩士畢業後，打算在美國、香港或內地工作，期望能嘗試到不同的發展商工作。除此之外，她不排除自己會申請為政府或其他私人公司擔任規劃顧問，或到政府的城市規劃委員會工作。

她認為這一行的競爭頗大，工作職位比較少，每一年香港政府取錄的人數都不穩定，取錄人數是基於大型基建項目的數量；反而內地的工作職位會比較多，因為中國正值發展當中，對這類的工作職位需求比較大。

她表示，若能參與其中一個大規模的城市規劃，一定會感到很開心及滿足，因為在規劃當中要解決不同的問題，例如設計，與政府以及與市民之間的溝通，達成成果後的滿足感是不能言喻的。



## 後記

透過是次訪問，我對於大學生活有更多的了解。素來我十分嚮往大學的住宿生活，畢竟一整個學期和室友同住、離家獨立生活，想必會令枯燥的學習生涯增添幾分色彩，卻從未考慮過當中會出現問題。以前我亦難以分辨城市規劃與建築、測量等學系的分別，與可迪的訪談讓我對大學生活以及城市規劃這個學系有更多的認識。

鍾梓澄

在這次訪問之前，我對城市規劃的課程感到陌生，不過通過搜集資料以及與可迪的對話，我能夠明白到這課程的學習內容及目的，提升了我對有關城市規劃及社會學系等學科的興趣。

呂頌恩



畢業於自己喜歡的學科，這是我人生最重要的里程碑之一。

# 為香港築夢： 建築 X 城市設計

## — 專訪蔡駿蔚

2014年的畢業校友蔡駿蔚為了自己的夢想，毅然放棄香港的大學學位課程，遠赴澳洲墨爾本大學修讀建築和城市設計及規劃雙主修的學士課程。現在在墨爾本建築設計公司任職的她，有更大更長遠的夢想：回到香港，運用所學，為香港的可持續發展、打造成「宜居城市」出一分力。

蔡：蔡駿蔚 心：蘇詠心

余欣衡、蘇詠心、蘇詠喬 訪問、記錄及整理

余：余欣衡 喬：蘇詠喬

### 出走 澳洲追夢

余：為何你會選擇修讀雙主修：「建築」(Architecture)和「城市設計及規劃」(Urban Design)課程？

蔡：這個選擇是我小時候興趣的延伸。小時候，我想當室內設計師，所以在求學過程中慢慢根據自己的興趣選科，中學時順理成章修讀視覺藝術科，之後在香港理工大學（下簡稱「理大」）修讀了一學期的設計課程；但我逐漸發現自己的興趣有所改變，從室內設計延展至更大規模的設計創作，由一室空間發展至整個城市的設計。我視之為興趣發展的過程。過程中令我發現城市設計跟建築設計的關係又密不可分。因此我想，如果有機會能在大學同時修讀這兩個學系，為什麼不去嘗試呢？

在香港讀畢文憑試課程的時候，我對這兩科已產生興趣，不過在香港不能同時修讀這兩門學科。正好當時澳洲的墨爾本大學（University of Melbourne, Australia）給予我這樣的機會，於是決定試試看，到澳洲修讀雙主修學位課程。

余：那麼，你留學墨爾本的主要原因，就是因為香港的大學無法同時提供這兩個課程嗎？

蔡：嗯……其實也不是這麼簡單。我離開香港主要有兩大原因。第一，當時修讀的大學課程未能完全滿足我的理想。我是2014年9月入讀「理大」的，當時我希望修讀建築或是一些比較概念化的設計，同時我希望研習建築理論多於較實踐性的設計知識；然而，「理大」較重視實用性，某程度上與自己的理念不太

一樣。並不是說理大不好，只是它未能給我想要的。

第二，是社會運動對我的啟發。大學一年級時，正值「兩傘運動」、「佔領中環」，我當時亦有參與，不禁使我想：如果我要貢獻香港社會，我應該在年輕時、有機會探索自我時，得到更多衝擊與突破。我認為留學正能帶給我這種機遇，也可以吸收香港以外不同國家的人做事的經驗，在未來才有機會對香港有更大的回饋。我覺得外國的大學生活是一個難得的機會。

**「當時我和媽媽商量，她很支持我到澳洲升學，欣賞我知道自己的目標並付諸行動，而非單純想離開香港，或是因讀書不成逃避問題。」**

余：你本來在「理大」就讀，後來選擇留學墨爾本大學，是否一個很艱難的決定？你如何鼓起勇氣？

蔡：這是一個很大的轉變，當中也有掙扎過。首先是經濟方面的考慮。透過大學聯招申請，在香港讀大學的學費的確便宜得多。當時我和媽媽商量，她很支持我到澳洲升學，欣賞我知道自己的目標並付諸行動，而非單純想離開香港，或是因讀書不成逃避問題。我得到媽媽的支持，所以我沒有後顧之憂。

另外，就是留學地點的掙扎。在我決定留學的時候，英國的大學本來是我的第一選擇，可惜已經開學了，我不想白白浪費一學年，所以便申請了澳洲的大學，主要集中在

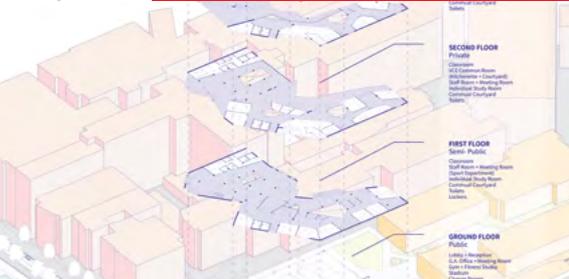
在悉尼和墨爾本，幸運地，兩地的大學都錄取了我。而因為我文憑試的成績不錯，墨爾本大學更在第一學年給予我國際學生獎學金，我覺得這是很大的榮譽和誘因令我選擇她。另外，墨爾本是一個令人舒適、開心的城市，她屢次獲選為全球數一數二的「宜居城市」，我希望可以透過這個機會，在這個城市生活、學習。

總括而言，當中的掙扎主要是經濟上的顧慮。至於學習環境方面，其實不難適應，因為外國的學習模式更有彈性，不會很難適應。

余：你剛才提及建築設計和城市設計之間有著有趣的關係。可不可以跟我們分享更多你的看法呢？

蔡：小時候覺得，室內設計可以帶給人舒適快樂的生活環境；長大後，透過高中的通識科，了解到除了家居的舒適，人們的生活質素與社會狀況息息相關。閱讀案例時，發現要讓人快樂並不只是家居環境那麼簡單，更是關乎城市的設計、規劃和運作。當時，我開始想：如果設計公屋，或者設計整座城市，能否帶給人舒適快樂的生活呢？

求學時期，我不斷問自己到底想做什麼？慢慢發現自己對一些社會性的工作更有興趣。很幸運，墨爾本大學有許多相關課程，教導我們如



Studio Fire是我修讀建築系課程時，為一所大學設計的綜合學習中心——包括行政部、體育部和學習部。



我在墨爾本首項獨自完成的設計工作——墨爾本大學學生中心 Stop 1 的路標設計。



這是我與大學同學Jesslyn Humardani 和 Laurensia Yap 合作參加 Pop-up Bazaar Istanbul Competition 2019 的獲獎市集設計。

何培養城市設計師應有的責任感和價值觀，要從設計師身分來考慮如何為社會和環境帶來正面的影響。這點是我覺得在香港課程較少涉及的。

而且，墨爾本大學著重跨學科交流，像我便可同時修讀「建築」和「城市設計及規劃」，這在香港可能要分開年期修讀了。同時修讀兩主修有助我認識自己的發展方向。例如我可同時結合建築設計和城市規劃中有興趣的課程，重組自己未來的發展方向。這都是跨學科學習模式的好處。

余：對你來說，在墨爾本大學哪些課題和活動最有趣和特別呢？

蔡：最吸引的一定是Design Studio了。我們會做一些設計項目，根據指定地域、項目目標和要求，設計建築或城市空間。我很喜歡做這些項目，因為這可以讓我真正應用到課堂知識，而且可以讓我透過藝術設計，表現自己的想法。因為中學時修讀視覺藝術科，一直很喜歡透過藝術表達思想，而這些創作項目給我很大的空間發揮想像和創意。

至於最特別的，或者說出乎意料之外吧，就是大學課程中的「實地考察」。每一個設計開始前，我們都會進行實地考察，這些觀察對我來說很震撼，因為每次實地考察都是一個機會，讓我用不同的角度去感受墨爾本這座城市，感受人和空間的關係。每一次實地考察都有不同的感受，加深自己對空間使用的興趣。

## Bachelor of Environments (B-ENVS)

THE UNIVERSITY OF MELBOURNE



## 「我覺得是在學習過程中一步一步地向著自己的目標進發，看到自己的進步，有莫大的滿足感。」

### 進步 前進的動力

心：你剛從墨爾本大學畢業，總結四年大學生活，你認為甚麼令你有最大成就或滿足感？

蔡：我覺得是在學習過程中，一步一步地向著自己的目標進發，看到自己的進步，有莫大的滿足感。就好像一開始，我對建築歷史或者是空間設計上的術語，都一竅不通，但現在我已經能很熟練地運用，甚至有能力的挑戰一些一直以來覺得有衝突的理念。學習中每一次的衝擊、經歷都令我進步。

因為大學跟中學很不一樣，大學沒有一個受局限的課程大綱。除了課堂，還會有許多機會發掘自己的潛能。我覺得每一次爭取學習機會，無論是兼職、比賽、研究，除了充實自己之外，還會更加確立自己日後的方向，或者是加深興趣，然後更積極學習，進步得更多。

心：你剛才說大學沒有受課程的局限，那你是如何找到有興趣的課程？

蔡：大學跟中學的教學模式不一樣，中學以考試為本，只會專注在考核的內容上；可是大學，老師只會提供不同的學習範疇，如提供五個與課程相關的主題，他們彼此都有關聯性，最後學生的研究未必只限於那五個主題，又或其中一個主題，又或是跨主題研究。在大學時，學系只給了我們一個環境設計的籃子，一個很大的籃子，其中牽涉的學科很多，而我們可以在籃子中憑自己的興趣選擇喜歡的學科。而我就是因為選了雙主修，每一主修可以選擇的選修科相對會比其他入少，但相對地，我比其他單主修同學涉獵的範疇廣。

因為我第一年的時候沒有分主科，所以我可以隨意選讀不同的選修科，我就修讀了一些關於城市環境的科目，理解到原來一個建築師，除了要做好他們的本份之外，亦需要做一個跟環境配合的專業者，包括要與城市設計師、建築工人、地產商溝通，這樣才能顧及整個社會，綜合不同角度來看設計是否可

以達到最佳水平。

我一開始單純覺得建築師只要做一些很漂亮的设计，就可以讓其他人佩服、開心、舒服，事實並非如此。一個設計過程，要考慮設計對環境的影響、要怎樣讓這個設計可持續、怎樣用最少的能源作長遠運作……這些是作為設計師的責任和價值觀，都是我在大學第一年時建立的，而這些價值觀也影響了我之後雙主修的決定，找到自己在建築和城市設計的興趣。

不過，其中我最感興趣的是「地方營造」(placemaking)：怎樣能在一個特定的空間，讓更多人有更密切的交流，或者可以讓他們在公共空間逗留時覺得舒適？這是我暫時為止最有趣的課題。

心：你剛才所提及你有興趣的課題，有沒有影響你實習或比賽時設計的作品？能否分享一個你在實習或比賽時，最喜歡或滿意的設計作品嗎？

蔡：當然有影響。比賽或實習時，我會選擇自己想做的課題，所以這一定是有關的。

例如我剛剛參加了土耳其伊斯坦堡的設計比賽，我們要設計一個市集(pop-up market)，土耳其人想要一個可以很輕易建造和拆除的一個市集，活化周邊社區，和讓市集更有靈活性。而紡織文化是土耳其傳統文化之一，於是，我們以此為基礎，加入想像並設計新市集。我覺得這個比賽很有趣，因為一個富有傳統文化、歷史的地方，也打算打破舊制，重新定義和創造一個新市集模式。我和朋友們都覺得很有趣，所以便參加了。

這個比賽作品也是其中數個我較滿意的作品。我跟大學一些讀建築和城市設計的同学一起參加。這比賽跟我們平常的研習很不同，因為平時每星期都會有導師指導，給予意見；現在，那個給回饋的人只有自己，我們需要嚴謹地批判自己的作品。要很認真審視自己的設計，衡量作品能否表達出設計原意。比賽的過程令我們不斷推動大家前進，



我曾在香港一間以社區設計為中心理念的建築設計公司實習。在實習期間，工作不但提醒了我修讀建築及城市設計的初衷——為香港塑造更美好的生活環境，也令我有機會參與本地設計工作。

不斷為對方提出有建設性的意見，最終令我們的設計一步一步達到理想的效果。得獎只是額外的獎勵，比賽過程才是最大的收穫。

送；買家私除了喜歡，也要在自己的預算之內。搬家事與工作同步，時間安排也是學問。

其實，自己生活反而令我明白到父母的辛勞。他們工作之外還要照顧

**「我來到這裡之後，領悟到起點與目的地之間有很多值得欣賞的地方——可以去一下公共空間、戶外地方享受生活，而不是只著重效率和速度。」**

## 感受生活 熱愛生活

心：剛才我們的話題一直圍繞著你的學習，我們不如談談你的澳洲生活吧。你認為在墨爾本生活和香港有什麼不同之處？

蔡：最大的不同是，在香港是跟家人一起住，來到墨爾本，一開始跟其他室友一起共居，現在才正式獨立生活。

另外，生活節奏和模式也大不同。在香港，很多事我都想盡快完成。不會特地停留某地，細細欣賞那裡的環境。可能是香港實在人太多了，例如沙田新城市廣場，你不會特意在那裡逗留一個小時去感受新城市的氣息！但我來到墨爾本之後，我多了很多時間留在室外。雖然墨爾本也是一個城市，但她有很多公園和公共空間，或者是畫廊，可以讓你很放心享受環境。這改變了我以前在香港的生活習慣。我來到這裡之後，領悟到起點與目的地之間有很多值得欣賞的地方——可以去一下公共空間、戶外地方享受生活，而不是只著重效率和速度。

而我覺得兩地相同的地方是墨爾本和香港的物價都挺高的，而我的解決方法就是在家煮飯，這樣可以節省開支。

心：剛才聽你所說，你到墨爾本後生活方式轉變頗大，由與他人共居變成自己一個人獨立，這對你來說是否難以適應？當中會不會有挑戰？

蔡：我並不覺得很難適應，當然，挑戰是有的，因為當你跟朋友或是自己一個住的時候，生活瑣碎事都是自己負責。就如我剛剛搬了屋，買一部洗衣機需要格價，要安排運

我們，更加明白到他們的難處，以及很感激他們為我做的，讓我無憂無慮地享受學習。

## 昔日 今日的種子

喬：畢業多年，你在A-School最喜歡、最難忘的經歷是什麼？

蔡：我最喜歡的就是我和許多老師及同學建立的關係。即使畢業五年，我也依舊與他們保持著密切的聯繫。我每次回到香港都會找他們聚會。朋友的話，我們依然關係密切，而老師也漸漸演變成亦師亦友的關係，我認為這種關係是最珍貴的。

最深刻的經歷就是我在學校讀視覺藝術科以及做學生會的經歷。視覺藝術科改變了我，增強對自己可能性的探索。因為我很容易被自己的思想局限，但讀視覺藝術後，我發現了生命的可能性。我了解到創造是要包容和接納，要勇於接受不同的可能性。這改變了我對學習及工作的態度。以前的我比較保守，覺得A就是A，B就是B，現在會因應環境選擇真正適合的方法。

態度的轉變也讓我害怕失敗、勇於嘗試。可能我讀視覺藝術時，畫一幅畫要畫幾次才能畫出理想的作品，所以不要因為第一幅作品不好而氣餒，而是要給自己機會嘗試多幾次，並要適時踏出舒適圈。這是我在這科中領悟到的道理。我也借此非常感謝我的藝術科老師霍瑞棠老師。

另外，學生會也是我很深刻的經歷。我中四當選學生會，當時給了我一個很好的機會與朋友一起服務

學校，也為我的個人成長帶來了很大的衝擊。我本來是一個很害羞的人，害怕在很多人面前說話。當選後，給了我很多機會演講，讓我能在不熟悉的人與環境面前表達自己的看法，這是我在學生會時最大的得著。

喬：你認為你在A-School的成長經歷如何影響到大學時候的你？

蔡：主要有兩方面，首先在A-School學到的，讓我大學讀書的時候運用出來。例如在大學做設計時，我會比其他同學更勇於嘗試不同的創作，更願意涉獵陌生的課題。因為每次設計時會想像以前在中學上視藝科一樣，如何大膽嘗試與創造。

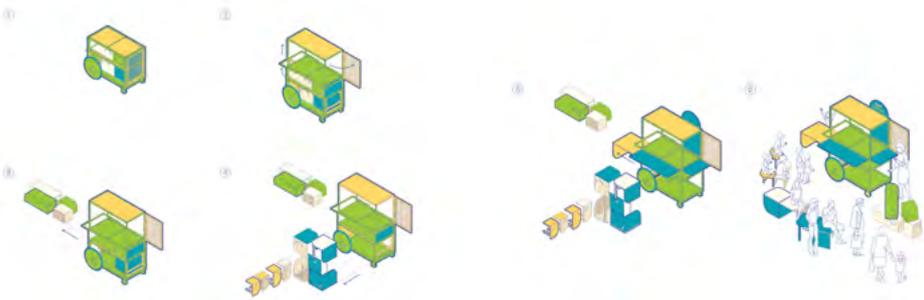
另外，正如我剛才所言，我一開始是不敢在陌生人面前表達意見的，但在大學或現在工作的時候，會接觸不同年齡、國籍的人。到底要如何保持冷靜？如何清晰地表達我心中所想？這是我在做學生會時慢慢訓練出來的能力。



## Kelly Choi's Portfolio

### 蔡駿蔚簡歷





這是我為香港環境保護署設計的流動展覽人力車 (於One Bite Design Studio實習時協助設計總監設計的作品)，是我在實習時最喜歡的作品。

## 未來 一個香港夢

喬：你認為你的工作在墨爾本和香港各自的前景如何？

蔡：我認為墨爾本的設計行業是在向好的方面發展。因為這裡的政府和設計師都很著重社會長遠的發展責任。除了造福現在的市民外，他們也會考慮未來的可持續性，我認為這是澳洲和墨爾本做得較好的地方。

當然，他們也有自己的挑戰，例如近年愈來愈多移民家庭，令政府和設計師要準備更多公共空間和建築符合實際需要，而他們也很小心地作長遠規劃、籌備。這正正是香港做得比較落後的地方。

我一直有留意香港在這行業的發展，例如「明日大嶼」的填海計劃，可以看出政府的想法還是比較落後，用最原始的方式增加土地供應，而不是在源頭規劃好環境和人口。不限制人口也不規劃土地用途，反而用填海的方法，我覺得香港在這方面過於墨守成規，還是處於比較短視的時代，只考慮短期效益。我對墨爾本在這行業的發展評價較正面。

喬：我知道你現在在澳洲就業，你有沒有回香港就業的打算？

蔡：絕對有。其實我讀大學時，暑假也會回港實習，也有找過與我理念相同，或我認同的公司，並在其中一間建築公司實習了兩個月。

除了實習，我也有參加一些本土的研習計畫，幫忙探索香港在城市設計方面的可能性。例如Hong Kong Rideout Urban Research Project，我們探索在香港島的車路旁開設單車徑的可能性，嘗試改善香港島嚴重塞車以及香港市民過於依賴車輛的問題。雖然這只是起步階段，但我認為這些計畫都可以一步步地改善香港落後的政策。

我有打算未來回到香港就業，但應該會在外國實習和完成碩士課程後才回港，所以我還有一段時間留在外國。長遠來說，我很希望自己有機會回到香港做自己想做的事。在澳洲時，經常將其他國家與香港比較，看香港有沒有同樣的問題存在。我也有留意香港的現狀，因為我不想因身處外地而對香港一無所知。

我仍然想為香港做點事。現時我希望能留學的這幾年間吸收更多好的知識，未來能夠為香港作出貢獻。

## 「香港是培育我成長的地方，我很希望未來香港人能夠像我在墨爾本一樣，享受我身處環境的生活節奏。」

喬：你明明更看好墨爾本的設計行業，為何仍希望回港就業？

蔡：這個問題其實我也很糾結。考慮到工作時數、人口密度，墨爾本無庸置疑能提供我一個更佳的工作環境，但是我心中一直認為我的「家」在香港。

畢竟香港是培育我成長的地方，我很希望未來香港人能夠像我在墨爾本一樣，享受我身處環境的生活節奏。我知道這個夢想很大，不是我一個人能夠實現，但我希望能令香港成為一個更舒適、開心、自由的地方。

我一直有留意其他專業人士對香港的評價以及對未來的估測，即使我知道這個地方不完美，但我對這個地方的歸屬感始終驅使我回去。而且，我相信我即使回到香港，也不會被拘束在一個地方。如今交通如此方便，來往世界各地沒有難度，就像我的公司，即使身處澳洲，也一樣接下新加坡的單子，我們根本不需要被地域限制。

之前我看到一則評論，認為一個人的出路會被他所選的大學地區所限制。這完全是一個謬誤。我留在墨爾本是我的選擇，完全不受其他因素限制。我的同學也是，即使在外地留學也可以回到香港讀碩士或工作。地域從不會限制一個人的出路，反而會帶來更多機會。在任何地方留學都可以回到香港工作，會影響出路的只有自己的取向。

喬：香港成為一個宜居城市就是你對香港的願景？如是，那你對世界有什麼願景？

蔡：是，成為宜居城市是我對香港的願景。我希望香港人可以為在香港生活而驕傲！我清楚香港在經歷一個很艱難的時期，我希望可以參與更多，讓香港變得更好。我在留學時了解到，很多地方的發展對環境所造成的傷害，所以我很希望已經充分發展的地區，如香港，可以

好好規劃城市，善待環境，盡量可持續地發展，讓我們的生活質素得以保持；當然也盡量減少對環境的破壞，保育地球，讓我們繼續安居。

當然，政府和所屬部門責無旁貸，但每個人都可以在這方面出力。我希望每個人都有意識做到力所能及的事情。例如減少購買即棄用品、少用膠袋、縮短洗澡時間，這些生活裡的瑣碎事情，我很希望世上有更多人能做到，因為這是一個累計的責任，也是一個累計的行動，才能為世界帶來改變。這是我對世界的願景，也希望香港能在這方面做到更多。

## 「我知道這個夢想很大，不是我一個人能夠實現，但我希望能令香港成為一個更舒適、開心、自由的地方。」

### 勸勉 後輩

心：要迎接你所講的挑戰，你認為A-School學生有甚麼需要及早準備？你有甚麼建議？

蔡：我認為在中學的時候除了要準備文憑試，星期六、星期日抽一點點時間，約一、兩個小時，參加一些有興趣的相關活動。例如大學時修讀視覺藝術，那應該多抽點時間看藝術展覽，或藝術家舉辦的講座，豐富自己的知識，擴闊自己的眼界，多思考相關課題。

我覺得通過這些預備功夫，可以讓自己在考試以外放鬆一點，畢竟預備公開試都很緊張，尤其是最後的兩年。如果對工程有興趣，就可以看看香港有沒有一些工程方面的活動，是大眾也可以參與的，或去圖書館借有關書籍了解一下，或上網

Our Future Cities 比賽是我第一個參加有關設計的比賽，並有幸得獎。這次專題讓我和不同學科的大學生交流和合作，探索城市設計的可能性。



上瀏覽工程項目，然後問問自己：「我是否喜歡做這些工作？我是否真的感興趣？」慢慢地會在你準備文憑試的同時，準備好去找自己的方向，更有動力預備公開試。

希望考到好成績，做自己想做的事，選擇權在自己。不論課內課外，都可以在中學階段開始準備自己的前路。

如果你說的是在留學時為居住的安排作準備，我覺得很視乎你在什麼地方住。如果讀的大學像我一樣在城市附近的話，我會建議住近一點城市，可以方便回校，也方便去到市中心。這是一個頗重要的元素，因為可以節省很多交通時間和費用。

對於與別人共住還是自己住這個決定，首先要考慮經濟能力，我會建議先試一試與朋友合租，要適應一個新的地方，有室友能讓你沒那麼孤單，我覺得是一個挺好的選擇。如果你遇到一個好的室友的話，你整個大學都可以跟他一起住；如果不幸地室友並不是很適合你的話，可以再試一試，當作是一個跟陌生人一起住的嘗試，可能最後會得出「我更適合自己一個人住」的結論，那麼你到時再搬出去獨立也不遲。

## 後記

無論是室內設計，還是城市規劃，當我們談建築，其實是在說建築如何改造人，乃至塑造社會——我想，這就是她所謂，設計師的責任和承擔。不單是設計師，從事任何工作，入行前是個人興趣，但到最後，我們都應思考：「自己所做的事，可以怎樣有益於人。」這是師姐給我最大的啟發。

余欣衡

小至生活習慣，大至城市規劃，都與我們生活息息相關。而師姐的話語和行動告訴我：做一切行動不但要實行自己的初衷，更要為社會獻出一分力。這是為他人及自己的未來，作出最重要的保險。

蘇詠喬

師姐讀建築、讀設計，除了得到大學畢業的一紙證書，更得到了有關生活經驗、待人接物的經驗。或許不是每個人都想做設計師，但從師姐的分享中，我明白到其實無論學習什麼、涉獵知識多深，還要輔以應用技巧和良好的溝通才能發揮所學。

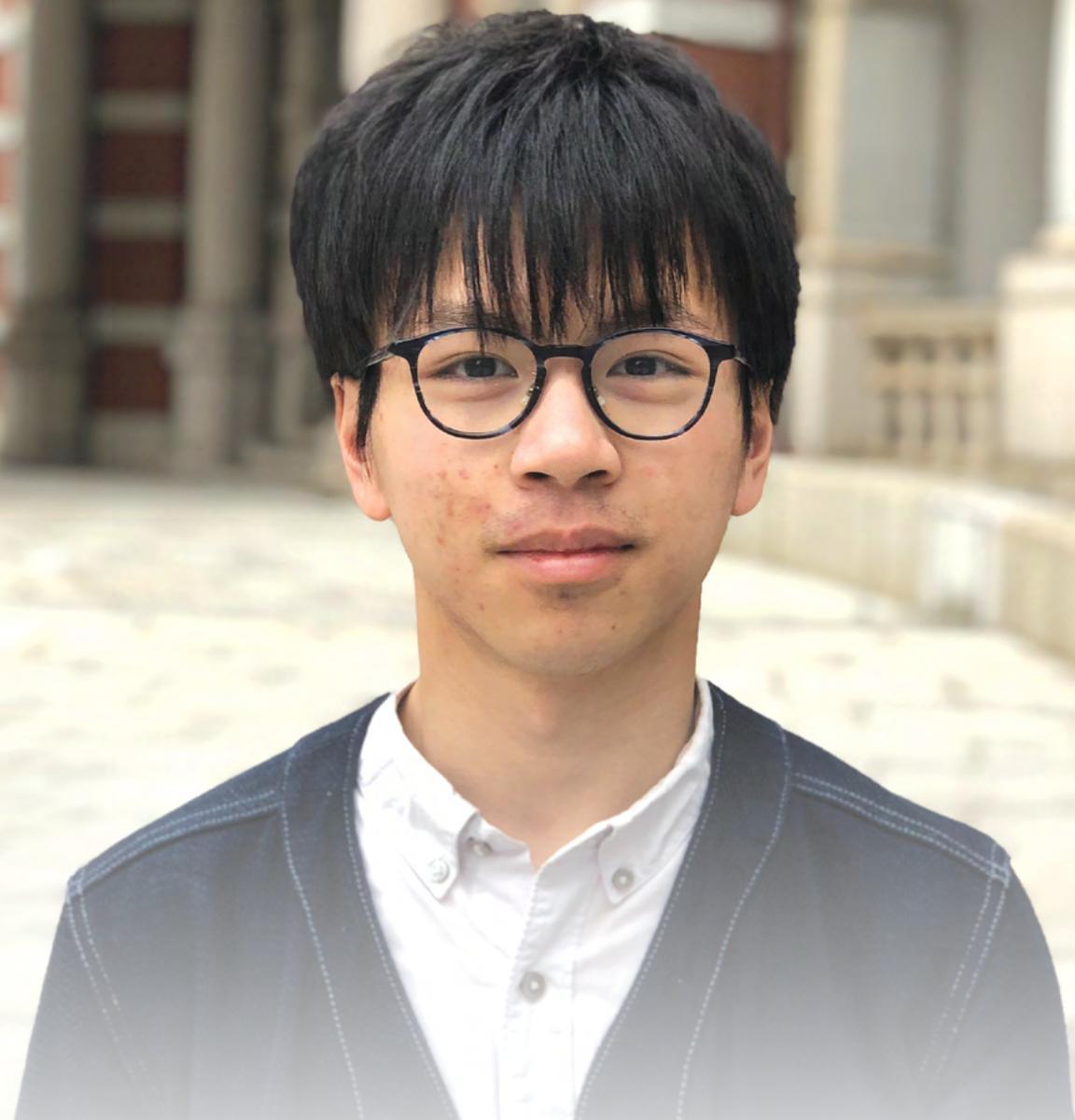
蘇詠心

## 蔡駿蔚簡介 Kelly Choi's Profile

教育 <i>Education</i>	<ul style="list-style-type: none"> <li>The University of Melbourne 墨爾本大學 2015 –2018 Bachelor of Environments Double Major in Architecture and Urban Design &amp; Planning</li> <li>Hong Kong Baptist University Affiliated School Wong Kam Fai Primary and Secondary School 香港浸會大學附屬學校王錦輝中小學 2008–2014</li> </ul>
工作經驗 <i>Experience</i>	<ul style="list-style-type: none"> <li>Student Graphic Designer University of Melbourne Sep 2018 – Dec 2018</li> <li>Architectural Intern One Bite Design Studio Jan 2018 – Feb 2018</li> <li>Photography Intern Topix Creative Dec 2015- Feb 2016</li> </ul>
獎項 <i>Awards</i>	<ul style="list-style-type: none"> <li>Pop Up Bazaar Istanbul Competition Third Prize Winner 2019 <i>Awarded as the third prize winner in Competition.</i></li> <li>Our Future Cities First Prize Winner 2018 <i>Awarded as the first prize winner in Competition.</i></li> <li>Melbourne International Undergraduate Scholarship 2015 <i>Awarded as one of the high ranking international students with excellent academic result in 2015 intake.</i></li> <li>Hong Kong Secondary School Students' Creative Visual Arts Work 2014 <i>Certificate of Merit</i></li> </ul>
參與展覽 <i>Exhibitions</i>	<ul style="list-style-type: none"> <li>Morphological Mapping Exhibition <i>'Atmosphere – Laneways in Melbourne' – University of Melbourne (2018)</i></li> <li>Our Future Cities Competition Finalists Exhibition <i>'Arden Action Structure Plan' – Our Future Cities (2018)</i></li> <li>Urban Precinct Studio Exhibition <i>'Huntinglink Precinct Structure Plan' – University of Melbourne (2017)</i></li> <li>Studio Water Exhibition <i>'The See Through Boat House' – University of Melbourne (2016)</i></li> <li>Designing Environments Exhibition <i>'Urban Affordance' – University of Melbourne (2015)</i></li> <li>Hong Kong Education Bureau Exhibition <i>'What makes me me?' – Hong Kong Education Bureau (2014)</i></li> <li>APEX Graduation Show <i>APEX Graduation Show</i></li> </ul>



畢業建築設計課 Studio Fire ( Architectural Capstone Studio ) 是極具挑戰性的一科。我很高興能與一班好同學一起完成大學的畢業作品。



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# ALL ROADS LEAD TO ROME

— YUEN PAK HIN PATRICK

While most students prefer to further their studies locally or abroad in countries like Australia, Canada, the US and the UK, Yuen Pak Hin Patrick chose a different path. Graduating in 2018, he became the first and, so far, only A-School student to study in Waseda University in Japan. Currently, he studies in the School of International Studies in Waseda University and works as a temporary staff member for East Japan Railway Company.

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By 10E HUANG Andrea On Ying

“International Studies is about learning things from around the world.” In his first semester, Pak Hin learnt about economics and the political economy in the Middle East. The following semester, he attended lectures about urban studies, tourism in the Middle East as well as Japanese and American Politics.

Pak Hin’s favourite part about International Studies is talking to others about politics and learning about the world. “I chose to study International Studies because I am interested in learning about cultures of other countries.” As International Studies is a liberal arts subject, he is able to take subjects from different fields, including science, economics and politics, which allow him a variety of career paths in the future.



## Journey to Waseda

Studying in Waseda University for almost a year, Pak Hin undoubtedly enjoys his school life. “International Studies is interesting and I can know about things about the world. Also, people at the university are friendly, so it was easy to make friends.”

Pak Hin made up his mind to study in Japan because of his love for the culture. As a child, he was always fascinated by the trains and railways in Japan, which nurtured his dream of working and living there for a long period of time.

Apart from his passion for the country, Pak Hin had other considerations as well. “I chose Waseda University as I had been studying Japanese since primary school and am fluent in the language. Other than that, as Waseda University has a number of famous graduates, as well as a high amount of fame in Japan and other parts of Asia, I believed that the university would provide a high level of education for me.”

With the guidance from A-School’s teachers, Pak Hin’s enrollment in Waseda was smooth sailing. Nevertheless, he still had to lay the groundwork-working hard for the DSE as well as practising his English, Chinese and Japanese skills. Relating to his experience in university preparation, he was asked to give advice to A-School students. “I would recommend students who are going to enroll in foreign universities do thorough research about the universities and countries that they will be studying in, as this helped me a lot in my preparation.”

## Working for JR East

Pak Hin currently works for East Japan Railway Company (JR East), one of the most profitable railway companies in the world. He found out the job via the company web page and went through normal procedures: filling in the application with a CV attachment and doing an interview. As nerve-wracking as applying for a position in a reputable company was, he believed in his own abilities and calmed himself before the interview. Finally, he got hired and became a temporary staff member in November 2018.

In Pak Hin’s job, he meets and talks to tourists from all parts of the world, including countries in Europe, South America and Africa. This allows him to learn and broaden his horizons, which is helpful to his studies. “I have learnt about how tourists from different countries would plan to travel and pay, and I believe that this has assisted me in investigating the tourism industries around the world, which is a topic that I will be learning about in International Studies.”

His work experience has been eye-opening and valuable, to say the least. In terms of knowledge, he is able to learn the secret behind a successful train system. “The Japanese keeps a highly sophisticated and punctual railway system that transports a large number of people every day. I believe that the Japanese are able to keep this system working as the people are well-disciplined and the machines are well-maintained. Without discipline and maintenance, things will not go as planned and the system would collapse.”

In addition, he has learnt more about the respectful workplace culture in Japan, observing that Japanese people tend to be polite and well-mannered towards their co-workers. “When someone enters an office, the Japanese will bow and greet everyone. They also love to thank others, as the word that I use and hear the most is ‘arigatou’, which translates to ‘thank you’.” These experiences have shown him the uniqueness of Japanese culture compared to the rest of the world.

## Patrick Yuen’s Profile

<i>Education</i>	<ul style="list-style-type: none"> <li>Hong Kong Baptist University Affiliated School Wong Kam Fai Primary and Secondary School 2012 - 2018</li> <li>The School of International Studies, Waseda University 2018 - present</li> </ul>
<i>Experience</i>	<ul style="list-style-type: none"> <li>East Japan Railway Company 2018 - present</li> </ul>



## Life in Japan

“My favourite part of life in Japan is that I can easily travel around the country and know about the culture, geographical features and history of the cities and villages in Japan, as travelling is one of my interests.” Pak Hin expressed, “Other than that, I also like the bustling city life in Tokyo, which I would not have experienced if I went to universities in Europe or America.”

Being asked about an unforgettable experience in Japan, Pak Hin recalls a concert he attended. “Over 50000 audience members would chant the names of the performers and some designated calls together, and the impact that the calls gave me is greater than anything I have seen in my trips to other parts of the world.”

As enjoyable life in Japan is, Pak Hin’s journey in Japan was not being met without any obstacles at all. The most challenging part of studying in another country is joining the community. “As a foreigner, I was not able to understand a number of activities and a part of Japanese culture when I first came to Japan,” he explained, “however, by being open-minded and trying to understand their culture, I was able to join their community and made a number of friends in a relatively short period of time.”

Being asked to give advice for breaking the ice, he encouraged students not to be afraid of socializing and be willing to accept new cultures. “I believe the most important key to breaking the ice with the local people is to try not to be shy and talk to everyone around you, to see if anyone has the same interests as yours. Other than that, trying to know about their songs and pop culture has also facilitated a lot in breaking the ice.”



## Looking Back

Recalling his secondary life, Pak Hin is grateful that A-School has provided him with a positive English and Chinese learning environment, which allowed him to be more proficient in these languages and gain a competitive edge over other students. He advises A-School students to study harder in English and Chinese, as well as to pick up a foreign language, as it leads to more future opportunities and career paths that require high language abilities.

## Facing Forward

As of now, Pak Hin intends to carry on his studies in Japan in order to earn his master’s degree and postgraduate degree. In the future, he wishes to continue working in Japan and become a permanent staff member.



## Afterthought

After conducting this interview, I have realized that there are many further study routes. Even though most people choose to study locally or abroad in certain countries like the UK, they are not fixed routes or the only options. In fact, instead of following others' lead, we should find the path that suits our interests best.

I have also learnt that language proficiency leads to more opportunities. Despite the fact that mastering a language is without a doubt challenging, since it requires a lot of practice and commitment, students can gain a useful skill and communicate with others fluently. Students should better equip themselves for the future so that opportunities will come their way, and they will surely find it rewarding and worthwhile.

Moreover, working on this interview has taught me to embrace new cultures and be more appreciative.

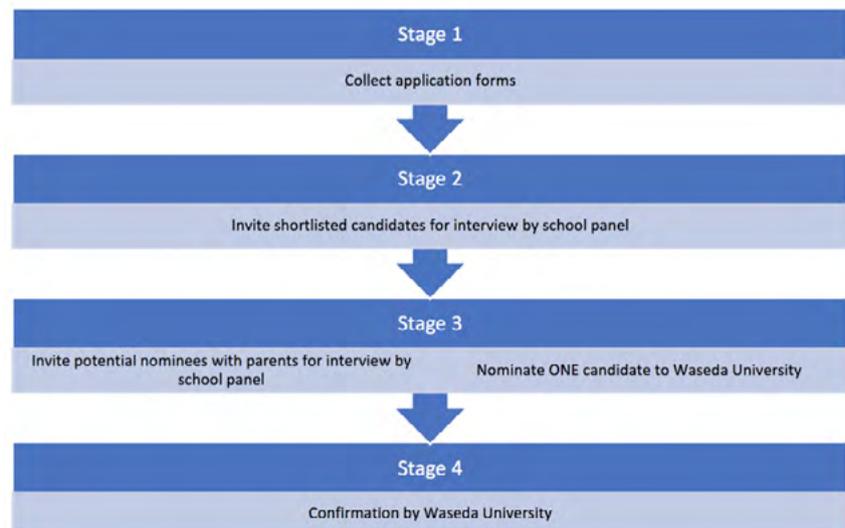
"When in Rome, do as the Romans do." While staying in a foreign country, it is essential that we make an effort to learn and respect the customs instead of being stubborn and narrow-minded. Talking to people from different walks of life, trying new experiences or doing thorough research can all help understand a different culture.

by 10E HUANG Andrea On Ying

## Waseda University School of International Liberal Studies High School Recommendation Admissions Scheme

### General Admission Criteria:

- Interest in Japanese culture
- Strong wish to pursue further education in Japan
- Meet minimum academic requirements (based on school's predicted scores)
  - Achieve in HKDSE Level 3 or above in all subjects
  - Achieve in HKDSE Level 4 or above in English Language
  - Achieve in HKDSE Level 4 or above on average in 4 core subjects plus 2 elective subjects
- Demonstrate strong commitment to the Scheme





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