



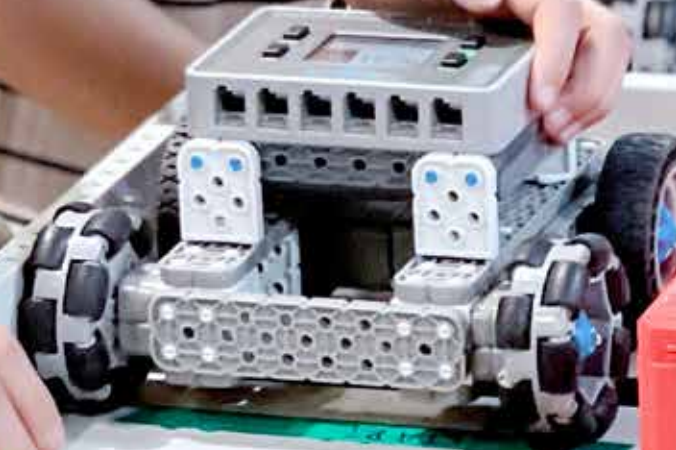
RCHK WORLD

ISSUE

24

January 2023

Feature Story:
Not your typical
school tour—RCHK I:I
Minecraft Project





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Year 5 students build and code VEX IQ Robots at the RedDoor Centre.

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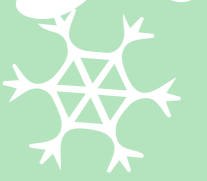
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FEATURE STORY

Not your typical school tour—RCHK 1:1 Minecraft Project



Principal's Note



Dear RCHK Family,

Happy Holidays!

The first term brought back many special events on and off campus that had been restricted or not permitted for the past few years due to the pandemic. To celebrate this important milestone, please join us as we share stories and pictures of the past few months in this latest edition of RCHK World as we moved on past COVID-19.

You will notice a different organization to this issue. The articles are organized under the RCHK tag line: To Seek, To Serve, and To Strive followed by sections related to sport, art, opinion, alumni, and topping it off with a gallery of fabulous photographs. There is much to see and enjoy inside this midyear publication.

Thank you for your continued support of the faculty and staff who work with you to make the learning experiences at RCHK the finest for your children and your young adults.

Best wishes and kind regards,

Dr. Harry Brown
Principal



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Not your typical school tour— RCHK 1:1 Minecraft Project



KENDO



ABBY



JASMINE

What started as a challenge between a small group of enthusiasts to build the school in Minecraft grew into a project that helps new students explore the campus in a really cool way. Now, RCHK proudly presents the fruits of students' work not only within the school community but to the public.

The RCHK Minecraft 1:1 creators aren't gonna stop here; they plan to include changes to the structures to reflect the current look of our school (for example, the basketball court was updated). RAPT had its part in it too as they supported the project development and sponsored a stable host server, allowing more users to explore the build simultaneously with fewer technical clashes.

The team's next step is to build part of the school's interior and showcase more facilities, e.g. Performing Arts Centre (PAC), Red Door Centre, swimming pool, and cafeteria.



CYRUS



ADRIAN



PANNI



ALVIS



ANFIELD



Scan the QR code to enjoy the RCHK 1:1 Minecraft Project, the brainchild of Kendo Longid, Abby Wong, Jasmine Jok, Cyrus Leung, and Adrian Ho in Year 10 and alumni Panni Chan, Alvis Cheung, and Anfield Wong.



RCHK: How did the project begin?

Kendo: The project originally started as a small challenge within a group of friends to build RCHK in Minecraft after our online classes. It was our way to socialise and unwind after the stress that came with online learning and not being able to physically see each other. However, after that went south, it was forgotten for a while. Fast forward a few months later, my mom and I were discussing ways for me to identify an activity that I'm passionate about yet can also be productive. That's when I remembered the original RCHK Minecraft idea.

I got in touch with the original team, and they were very enthusiastic about the project. After Mr. Jason Prohaska agreed to be our supervisor, we began planning. We had talks with Mr. Samuel Hureau who agreed to let us use the floor plans to build the school, and got to work. We met every Tuesday after school.

After completion, I produced a video that I posted on YouTube to publicise our build. I reached out to Ms. Amanda Chapman to present the project at the Year 9 assembly. I worked with Ms. Marta Drzewakowska to get the project featured in the RAPT newsletter. We also worked with Red Door to

get pictures of the build on the AirPlay projectors. I also approached RAPT to finance an upgrade of the host server which was approved.

RCHK: Walk us through the building process.

Kendo: Before we even got access to the building plans and exact measurements, we worked on what we could infer. With the scale and satellite images on Google Maps, we were able to find out the measurements of the Multiple-Purpose Pitch (MPP), which we first built. Once we got the floor plans, we started with figuring out the distances between buildings. The first building we built was the Admin block since we considered it the central building upon which we could base everything around. We then surrounded it with basic shapes to represent other buildings in order to get a general idea of where they would be before we started work on them. After building the general shapes, we worked on detailing the structures, using Google Street View images as well as pictures as references. We were quite flexible on who will build what. Someone might say, "I will work on the Performing Arts Centre (PAC)", and another could volunteer to help out.





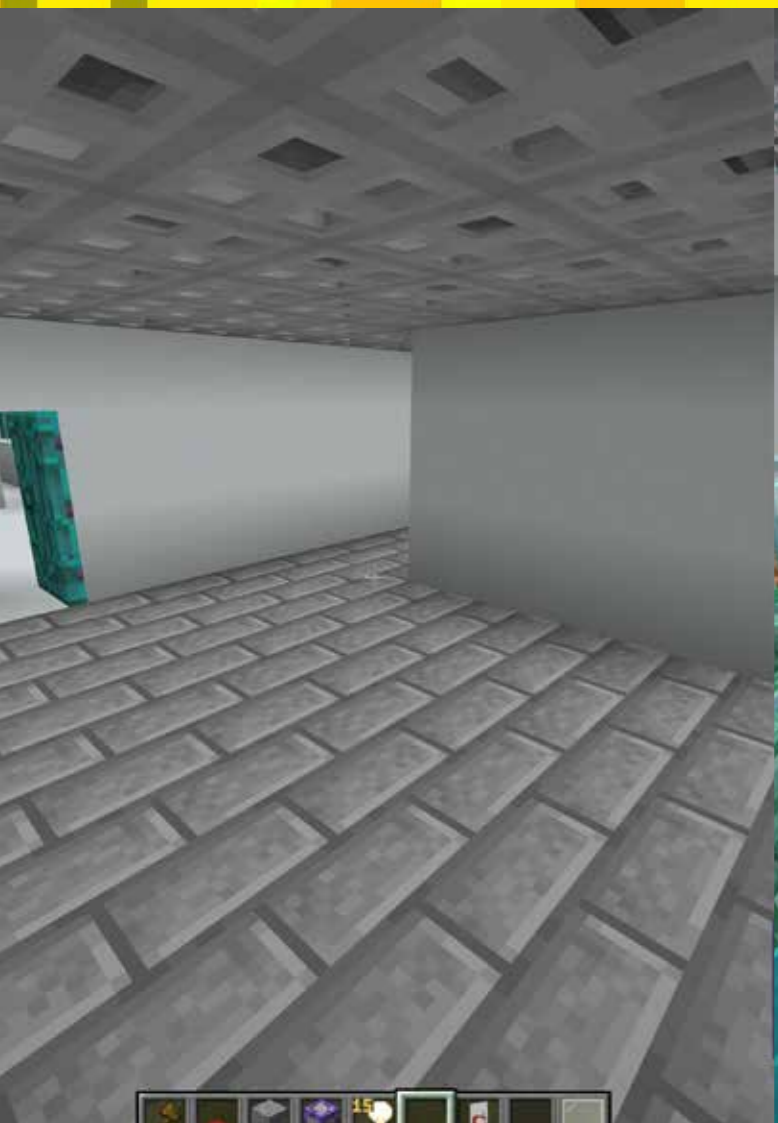
RCHK: What challenges did you have to overcome?

Kendo: We had some trouble with servers crashing. We managed to eventually overcome the unstable servers by getting RAPT to sponsor us with a server plan. We also had some issues with measurements not matching up with in-game limits. We addressed this by making some compromises with the design. Moreover, there were three in the group who left Hong Kong for the UK. Despite that, they were allowed to stay with the team. Because of the different time zones, we had to adjust our schedules so we could all meet together online at a time when we were all free.

RCHK: How long did the entire project take place?

Kendo: The project took a little less than 2 years, although a lot of it was spent on planning and waiting for accurate floor plans. It was also quite difficult to build to scale!

Now building the interior...



Year 7s have been working hard to achieve their Bunsen burner licenses and learning about state changes in their Science lessons. They were able to put their newly learned skills of using the Bunsen burner safely, and their understanding of what happens when a solid becomes a liquid, into creating their own masterpieces out of melted chocolate.



Coding meets 3D Printing



With no prior expertise in methods they used in their design, three students stepped out of their comfort zone. Their social distance alerting wristband was awarded Second Runner-up by the Faculty of Engineering at The University of Hong Kong (HKU), and they also received the Best Presentation Award. Angel, Flossi and Valerie from Year 12 share their design journey.

In June 2022, the three of us and alumna Elvina Lau participated in the Distance Measurement and Application Design Competition organised by HKU. The competition entailed building a product, with coding and 3D printing, as well as producing a report.

Against the backdrop of the pandemic where maintaining social distancing (1.5 metres apart) is important, we built a wristband for our target audience, young children aged 11 and below, who may find it difficult to maintain social distancing—they may want to share toys, foods, etc., or play with each other in ways that involve a lot of physical contacts.

Prior to proceeding with our design proposal, we gathered all the materials needed to develop the wristband.

Firstly, sensors

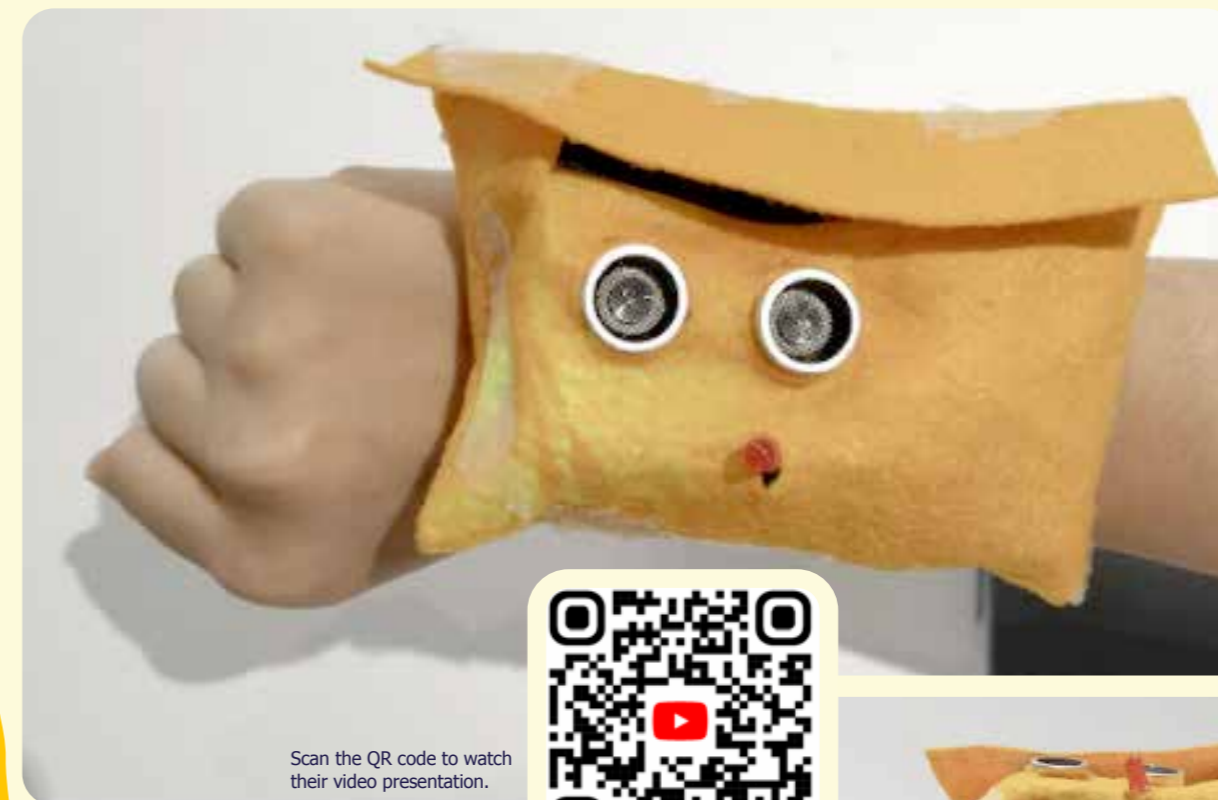
Our idea is to build a bracelet that informs the wearer when another person approaches, people will be more likely to keep social distance. We have opted to use an ultrasonic proximity sensor to create a proximity sensor. It sends out a signal/sound wave that bounces off an object and is reflected back, and distance is measured by measuring the time it takes for the wave to return. An LED will blink if the distance is less than or equal to 1.5 metres (150 cm).

Secondly, a circuit

The circuit consists of a 9V battery as a power source, powering Arduino NANO which requires 5V, an ultrasonic sensor (model HC-SR04), and a red LED soldered to a resistor. The resistor is present to prevent a short circuit.

Thirdly, coding

We used Arduino to write the code because the components were Arduino. We integrated sending and receiving a signal with what makes an LED blink. We must develop code, which is essentially the commands that allow a device to function. Placing electronic components alone would yield nothing.

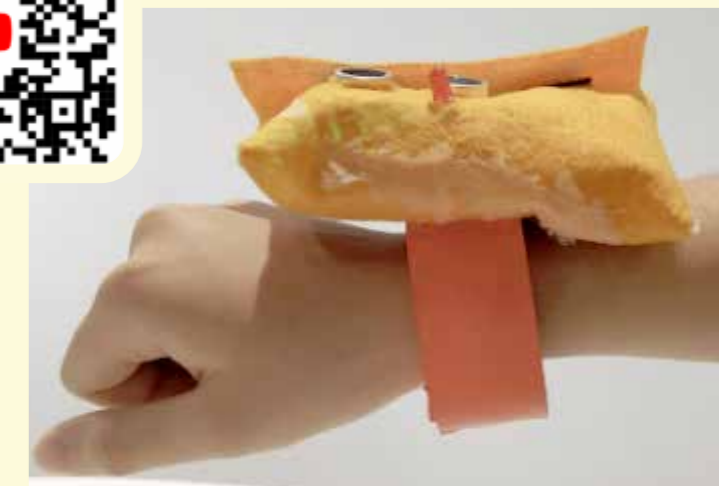


Connecting the components

Since the components are Arduino-made, we decided to program, which entails following the software instructions on the Arduino IDE (their app). First and foremost, there must be some signal for the bracelet to detect and inform the user when someone approaches. The trig pin would be emitted by the ultrasonic sensor, which would bounce off the nearby object and reflect back, making contact with the echo pin. The trig/echo pin is HIGH for a short period of time, which can be interpreted as switched/turned on. Once the sound wave has returned, it will calculate the distance and log it on the serial monitor (speed of sound waves is known). If the computed distance is less than or equal to 50 (in cm), the next command is for the LED to light up, blinking on and off in a timed pattern, 500 microseconds on, 500 off, and so on.

We researched the materials, manufacturing process, aesthetics and more, with input from our intended audience. Some of our findings were as follows. Wearables are devices worn all day, such as fitness trackers or smartwatches. One may incorporate tech, i.e. PCBs or sensors, and connect it to a network server or a phone, making it more convenient. Since they may be attached to clothing and are hands-free, users do not need to worry about losing the item—fitting for young children who may move around and touch things often. The products would be designed through 3D modelling on CAD/CAM software, such as Fusion 360 or Decentraland, and later made with 3D printing.

Following the production of our social distancing bracelet, we have tested it out with a few of our clients to ensure it works as intended. Whenever a person comes near the user, the LED will flash red, alerting the user (in this case young children aged 5-11) to maintain a distance.



Collaboration with RedDoor

We received assistance from Ms. Cora Yang (Design Teacher and Secondary Learning Technology Coach) and Ms. Ania Zielinska (Learning Technologies Vice-Principal) with brainstorming and connecting our thoughts. Bringing the bracelet to life as we put the components together was crucial. By introducing us to a variety of applications and tools we required for the project, they have also inspired us to be more creative. The competition was quite difficult for the four of us because we had no prior expertise with any of the methods listed, so their contribution and encouragement truly inspired us.

All in all, we are proud to announce that we were the second runner-up and have received the best presentation award. We are incredibly grateful to the Red Door Centre at RCHK for providing the very sufficient supplies we were able to use in the competition and to try out on our own, as well as to the Faculty of Engineering at HKU for organizing this competition, which allowed us to be introduced to the engineering field early and learn the necessary skills in coding and brainstorming.

What could our future satellites look like?

The name of their satellite model is "Mars spacecraft satellite" or "火龍號人造衛星" in Chinese, because it intends to act as a satellite and a spacecraft in once!

Built using recycled bottles, lids and other materials, the project was presented by Year 9 students Joey Chan, Adrian Li and Isabelle Yen in front of an independent audience at the Hong Kong Youth Space/ Aeronautics Innovation Competition. We asked Joey to share with us more about this fantastic project.

All in one

Our model acts like a regular satellite that orbits around Mars to take pictures and provide weather reports, by using a number of sensors and using antennas to communicate with Earth. The satellite also has ordinary parts to make it function, like solar panels, fuel tanks, and rocket boosters. We have also added a weapon system in our satellite, where in case there are any threats in space, we are prepared and are able to shoot missiles that are meant to vaporize asteroids in the blink of an eye, and a food storage system for people inside.

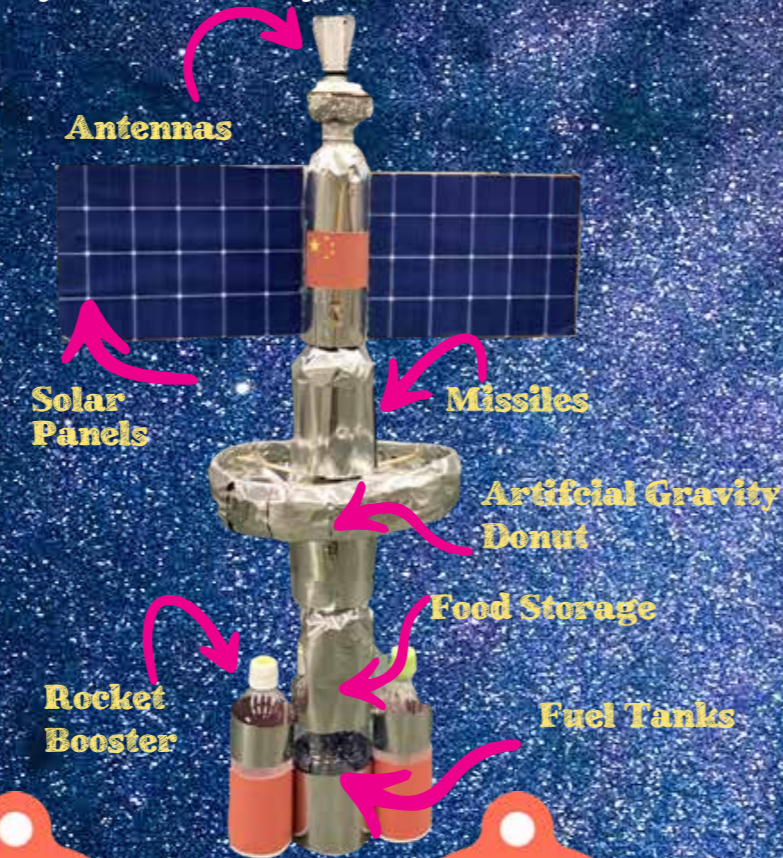
For human inhabitant

The special thing about our satellite is that humans can actually live there! We have something called an artificial gravity doughnut, which allows humans to stay in space longer because of how the gravity is adjusted to help

reduce humans' calcium loss in space. We made this because our chosen category actually correlates to the **Mars Home** category, where upper primary students had to make a home on Mars for people to live in. Of course, there's always a possibility of sandstorms and dangerous events where humans can't always evacuate from space quickly and safely. So in the thought of that, we decided to make a satellite that can also act as a spacecraft to rescue any living people on Mars in a fast and timely manner.

Preparing for take off

We made the satellite using old recyclable materials like empty plastic bottles and lids. We then stuck the parts together with clay and hot glue.



We started working on the project together in early April, and during that time we couldn't meet in person to work on our satellite, so we would often have online meetings to discuss our plans and what we could do at home for a good start. After students were allowed back on campus, we stayed after school each week to make drafts of our satellite design, and lists of materials for the manufacturing process.

April

It went pretty smoothly until May when we started working on the satellite itself! We had asked our science teacher, Ms. Karen Byrne, to use her classroom and store our materials. Without a doubt, she supported us so much with finding inspiration and taught us more about Mars itself so we could upgrade our satellite to be more reliable and improved. We learned so much more so a big thanks to her!

May

During the creation of our satellite, we didn't face many challenges along the way as we completed the goals we set and met deadlines on time. We finished creating the satellite in mid-June, and we also prepared a slideshow to present to the government officials. This included us rehearsing our lines non-stop, and finding ways to improve or improvise our script.

June

The Judgement Day

On the first Saturday of the summer break, we went to San Wui Commercial Society Chan Pak Sha School to present our results to four judges. The first time it was quite nerve-racking, but after continuous practice, we were comfortable with delivering our lines smoothly. We went back the next day because we won first place in the Junior High School Group! We were overjoyed to have received a HK\$5,000 cheque and a gold trophy in the end. Overall, we are very grateful that we worked on this project!



Editor's Note:

Now, here comes the exciting update—the team was selected to represent Hong Kong in the finals (held virtually in Beijing) and won second place overall! Kudos to them for their hard work and achievement!

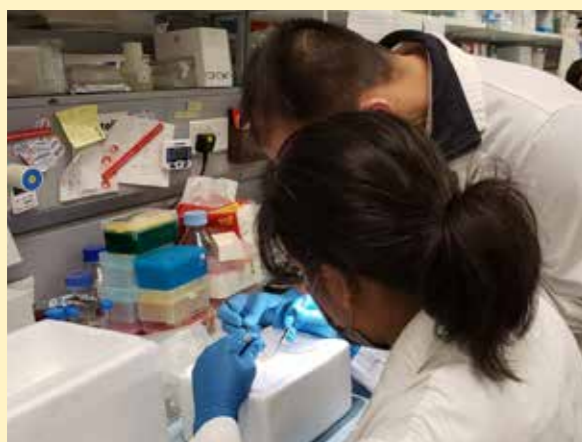
Exploring neuroscience



The Hong Kong Brain Bees (HKBB) is an annual neuroscience tournament held for students all over Hong Kong. It is part of a bigger competition called the International Brain Bee, where each country sends one representative to compete against other contenders. Our Year 12 student, Shriya Srinivasan, who is one of the finalists of the local edition, tells us all about the recent HKBB.

The competition consists of multiple testing rounds; the first round is a general preliminary for all students in Hong Kong. Only students within a certain score range can progress to the finals. This tends to be around 5-6 people, and I had the opportunity to be selected as part of this group. Renaissance College was particularly successful this year as we sent an impressive 3 out of 6 students!

This preliminary round was extremely challenging for my previous exposure to neuroscience, which was quite surface-level. It required many months of independent studying and revising, which was only more intense for the final round. The final round incorporated case studies, clinical perspectives and overall, far more nuanced than any Middle Years Programme (MYP) student would have been exposed to. The unique aspect of the HKBB is that it



provides exposure to academic-level neuroscience. We were introduced to many practical and lecture sessions in universities like Hong Kong University of Science and Technology (HKUST), Hong Kong Baptist University (HKBU), Chinese University of Hong Kong (CUHK) and The University of Hong Kong (HKU).

It was these sessions [at the above universities] and studying for the final round which piqued my continued interest in neuroscience. Previous to this tournament, I was only fascinated with neuroscience and brain biology, but I had no in-depth knowledge about brain phenomena.

My participation in the finals was also unexpected, as the expectation was that students wanted to pursue medicine and psychiatry. However, my interest in neuroscience was really sparked by uncovering pieces of research such as apoptosis, programmed cell death, and how many brain diseases can destroy the brain indirectly by activating this preprogrammed cell death. My interest in neuroscience is from far more of an evolutionary and anthropogenic perspective, so within all the medical terminology, it was refreshing to see that one of the most important proteins for growth is named 'Sonic Hedgehog'.

Overall, neuroscience is an exhilarating topic to study, and I think it is an aspect of medicine that is so versatile and insightful that I recommend learning more about it, even if you don't want to pursue medicine. I believe there are so many interesting things about the human brain that shouldn't be grouped under 'medicine' or 'psychology' but fascinating insights into the complexity of our simplest functions. I'll be taking a step back this year and will be focusing on helping younger students through this process and hopefully breaking through that barrier of entry into such a useful subject.

Top photo: Shriya (fourth from left) with distinction award of The Hong Kong Brain Bees 2022.

Innovations and ideas at the 2022 ESF Innofair

The ESF Innovation Fair 2022 is a science competition organized by RCHK students. The Innofair is about supporting young people in their passion for Science, Technology, Engineering and Mathematics (STEM) and is open to all students across Hong Kong schools between Year 10 and 13.

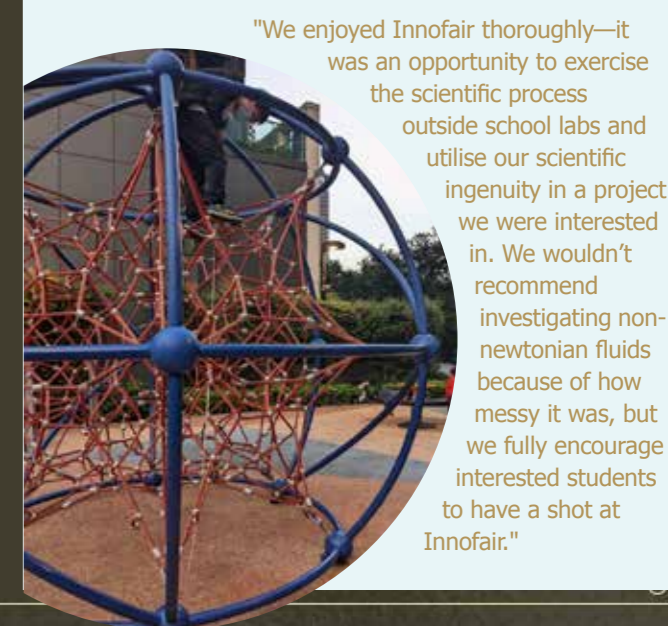
Months before the Innofair, 22 student teams pursued the research topic of their choice and were paired with professor mentors who matched their research interests. After much hard work and collaboration, on the day of the Innofair, students gave presentations to a panel of judges. They also hosted exhibition booths where they chatted with visitors about their projects.

This year, three of the 22 participating teams were from RCHK:

- In Team 1 -**
Justin Yuen, Max Wan, and James Guo in Year 13
- In Team 6 -**
Daniel Cheung, Shriya Srinivasan, and Leo Chen in Year 12
- In Team 20 -**
Desmond Cheng, Ellis Lam, and Marvin Lin in Year 13.

Here's what Leo Chen from Team 6 had to say about their project development.

"Over six months, we investigated the effectiveness of non-newtonian fluids (fluids that turn solid under stress) in absorbing blunt force impact. We were interested in the application of such non-newtonian fluids as a lightweight and cost-effective alternative to materials used in items such as bulletproof vests. Due to safety reasons, we could not launch small objects at extremely high speeds at a test subject wearing a vest of non-newtonian fluid. So, we opted to drop a heavy metal ball from a fixed height onto different viscosities of a non-newtonian fluid covering a sandbed, and determine the impact by the crater it caused."



"We enjoyed Innofair thoroughly—it was an opportunity to exercise the scientific process outside school labs and utilise our scientific ingenuity in a project we were interested in. We wouldn't recommend investigating non-newtonian fluids because of how messy it was, but we fully encourage interested students to have a shot at Innofair."

Methodology

Apparatus:

- Cornstarch [approx. 500g]
- Water [approx. 350ml]
- Sand [approx. 1kg]
- Kevlar
- Saran Wrap
- Metal sphere
- Scale
- LEGO dropping contraption



Final lego dropping-chamber

Method:

1. Set up apparatus.
2. Put saran wrap on sand, and put shock absorber.



Essential materials used



Height of the drop

How technology is integrated into teaching and learning at RCHK

The Red Door Centre has been integrating technology into teaching and learning at RCHK in various ways. Among others, they offered exceptional VR experiences in Secondary, robotics learning in Primary, and Tech Ninjas (student tech coaches) visits.

To the VR World...

Purchased by the Red Door Centre, Oculus VR sets take our students to a completely new reality and open their eyes and minds to new experiences. Year 12s took a tour of museums in Switzerland during art lessons; Year 11s tried climbing in the VR world; Year 9s travelled to different parts of the world to see how poverty affects people worldwide; Year 6s dived into the underwater world for a marine search, etc.



Develop mathematical thinking with robotics

Year 5 classes had been going to the Red Door Centre for seven weeks to build and code VEX IQ Robots—our newest addition and long-term replacement of Lego EV3.

While building the robots, students made connections between 3D representation and physical objects. The activity developed their observation skills as they slowed down and paid attention to parts and purposes.

Coding helped students understand precision and accuracy, and introduced the concept of variables and algebraic expressions. They developed a deeper understanding of syntax (grammar) and related it to human languages. Through writing sets of coding instructions, they practised specific kinds of procedural writing skills as well. As students programmed robots to navigate through a "city", they learned more about measurement, unit conversion, place value, as well as geometrical thinking.

Since coding provided practical opportunities for making predictions and solving problems, the activity connected well with their Unit of Inquiry: How We Organise Ourselves, especially in developing resilience.



Watch out for our Tech Ninjas!

Tech Ninjas from Red Door Centre, aka Year 7 to 9 student tech coaches, paid several visits to advisory classes, where they shared with Year 7 and 8 students some valuable tips for improving the quality of ePortfolios. We're impressed with our ninjas' effort in preparing the presentations and grateful for how encouraging the advisors and students were during the sessions.



ESF GameJam 2022 highlights the fantastic coding skills of Primary students across all ESF schools. 250 teams of Year 4 through Year 6 students participated in the 2-week challenge building games on Microsoft MakeCode Arcade. Students then joined the showcase webinar held on 30 March to learn about the submitted games and see creators play them live.

"Snake Slayer" by our very own Aaron Zhao in Year 5 was selected by Mr. Stuart Lowe, Leader of Technology at ESF Beacon Hill School as one out of four games to showcase during his presentation. In "Snake Slayer", players must navigate through a maze and defeat enemies using swords and fireballs. Scan the above QR code to watch Aaron introduce the game in-depth, and read on to learn more about his coding journey.

"I taught myself to code about two years ago by playing and remixing Scratch projects. Microsoft MakeCode Arcade is a more advanced coding platform but the basics are still similar to Scratch. Snake Slayer was therefore off to a good start", says Aaron.

"A good game needs a good adventure story and a big map. With that in mind, my map was quite big—I think it was the largest among all projects."

"To make the game more fun and challenging, different weapons, enemies, and power upgrades were made available to players. Debugging was the most time-consuming yet crucial part. I encountered one serious bug that took me several days to solve! The bug started when I tried to add an Ultrabar Charging Station. Under very rare circumstances (I think it's Microsoft MakeCode Arcade's official bug), the bug force quits the game with a "Stack_Overflow" message. Mr. Lowe offered one solution to avoid the bug, but it caused another problem—players could be overpowered by staying near the charging station. Finally, I figured out a solution to perfectly solve both problems: adding a new cooldown variable. Many thanks to Mr. Lowe for being very patient and helpful."

When asked to give the advice to young coders, he says, "I would definitely recommend Microsoft MakeCode Arcade to beginners because it provides simple, fun projects for beginners to learn while giving some advanced options!"



Magnetic power: How a robotic slime might change the world

In April 2022, the first iteration of a new material was created by the Chinese University of Hong Kong (CUHK), a breakthrough that might change not only the medical world but technology as a whole. But what is it and what can it do? And what does this mean for the future of robotics?

Liquid-like robots are a concept that has long existed within the world of science-fiction, with movies like *The Terminator* or *Venom* showing complex robots capable of changing shape at will. But this innovation, dubbed the Magnetic Slime Robot, or goo-bot, is the closest to the concept of liquid metal. The material works by using magnets to move its slimy body towards certain goals, and although not fully autonomous with artificial intelligence (AI) capable of dictating complex courses of action, it is still quite an interesting sight to behold.

“Robots still seem to lack the touch needed to do the finest detailed tasks humans do, but as we’ve seen, robots are getting better and better at those tasks.”

The slime itself works in quite a fascinating way, with the body of the slime being made of a complex chemical structure capable of holding the magnets in place and being able to slide its way through small crevices. The slime was created by mixing neodymium magnet particles, detergent borax, and the resin polyvinyl alcohol. However, due to the toxicity of the magnetic particles, they finish the product by coating the particles with silica. According to the co-creator of the product, Professor Li Zhang, of the Chinese University of Hong Kong, “When you touch it very quickly it acts similar to that of a solid, but when touched softly it behaves like a liquid.”

The robot is capable of quite a lot of things: for example, its conductivity allows for the robot to be quite applicable for repairs, especially of power lines, which have very special repair procedures that can leave areas without power for hours, and may cause death to the repair workers if they are not careful. This slime helps avoid all that, by making the slime capable of going through tight surfaces and being capable of stretching quite a bit from point A to point B meaning it possible for the robot to connect power lines, or even access small areas inside a house to restore power.

We contacted Ms. Melissa Booker, former Science teacher at RCHK, to ask for her thoughts on whether or not the robot could be a positive development and if the conductivity of the robot could be dangerous to the human body. Ms. Booker said, “The conduction of electricity is not necessarily harmful to the body, for example, our neurons, heart, and other muscles do just that. The developers would just need to make sure the slime robot’s coating is insulative as well as non-toxic for the body.”

“Perhaps one day we will be asked to bow down to our robot overlords, but that is still a long way off!”

However, that was not the intended purpose of the robot. The main thing that the creator Professor Li Zhang had in mind when constructing and designing the robot was to develop its theoretical ability to be used in biological areas. It can be used to further grab physical objects or clear certain areas in the body. For example, it could be used to grab physical objects lodged in the human body. This was the reason why the robot was designed to go into small and narrow areas as it would allow the robot to traverse the human body much more easily.

Ms. Kim Stewart, Science teacher at RCHK, gave her thoughts on the biological aspects of the robot, and whether it could be dangerous. Ms. Stewart said, “If the slime ingredients were ingested individually they could be harmful, especially the PVA as it is glue and could cause a blockage. As they are used together with the magnetic particles, and can be controlled so as to avoid blockage or to collect another item that was ingested, medically speaking the slime should not be harmful.”

The future looks hopeful with an invention like this robot being introduced to the world. With its many uses being applied to the medical world along with many other places it could bring great change in our lives. Ms. Booker and Ms. Stewart both share a positive outlook for the future of the robot. As Ms. Booker says, “The future of robots continues to be doing tasks that are harmful, repetitive or even inefficient for humans to do. So far, robots still seem to lack the touch needed to do the finest detailed tasks humans do, but as we’ve seen, robots are getting better and better at those tasks. Perhaps one day we will be asked to bow down to our robot overlords, but that is still a long way off!”

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TO

Over the years, the SP@RC (Service Project at RCHK) Fund has contributed to a wide range of international and local service projects, one of which is sponsoring rescued bears in Laos through a non-governmental organization called Free The Bears.

Foxtober 2022 raises HK\$125,000 for cancer research

RCHK annually celebrates Terry Fox's legacy by raising awareness, engagement, and funds for cancer research in Hong Kong. Our celebration this year has seen not one but two different obstacle courses and carnivals, a disco, a visit from 7th-time-gold-medal Paralympian Alison Yu, multiple design competitions, PE promenade runs, Stravathon, and more than HK\$125,000 raised for local cancer research!

We thank all of the students, teachers, staff, and family members of our RCHK community for another wonderfully successful and meaningful event!



11th-time paralympic medalist at RCHK

Alison Yu Chui Yee is Hong Kong's very own wheelchair fencer. Her story is in many ways similar to Terry Fox's. When Alison was eleven, she was diagnosed with bone cancer which led to the amputation of her left leg. She began her athletic career as a swimmer but switched to fencing at the age of seventeen.

She made her Olympic Games debut in Athens, at the 2004 Summer Paralympics, where she won four gold medals in both the individual and team events of *épée* and *foil*. She was the first athlete to win four gold medals in fencing in category A in 2004.

RCHK students and staff were thrilled and honoured to have been visited by an 11th-time paralympic medalist on 10 October 2022. Primary students had attended a series of mini assemblies with Alison Yu during which they could ask her questions and participate in workshops that aimed at providing them with the opportunity to get a feeling of what it can be like not to be able to walk. One of the workshops imitated wheelchair fencing and for that students could only sit on the chairs.



Stravathon Challenge winners



Rico Poon (Year 13) - individual winner of Stravathon with 219km



Song 6, the Advisor/group winner with 207km at their champions' pizza party

#TRYLIKETERRY

From Secondary Foxtober Committee

The Terry Fox run has been a major school-wide event for quite some time. I remember making many memories through it in Primary and being taught the many skills and attributes that Terry inspired us to develop. However, after entering Secondary, many of us started to participate less in Terry Fox-related activities, as they were mainly directed towards the Primary. Therefore, the creation of a Secondary Foxtober Committee was significant in bringing in student involvement into the organisation of the events, as well as making us one step closer to making the Terry Fox run into an actual school-wide event.

Being a part of the Secondary Foxtober Committee was an exciting and rewarding experience. I worked on promotions, and through persuading other students to participate in the events, I also realised the vital importance of Foxtober in this process. As this is the first year we have a Secondary Foxtober Committee, there were definitely some uncertainties, however, I believe that made the experience more rewarding.

Ava Wong, Year 11, member of the Secondary Foxtober Committee



Inside student-led charity fashion show Beleza XII

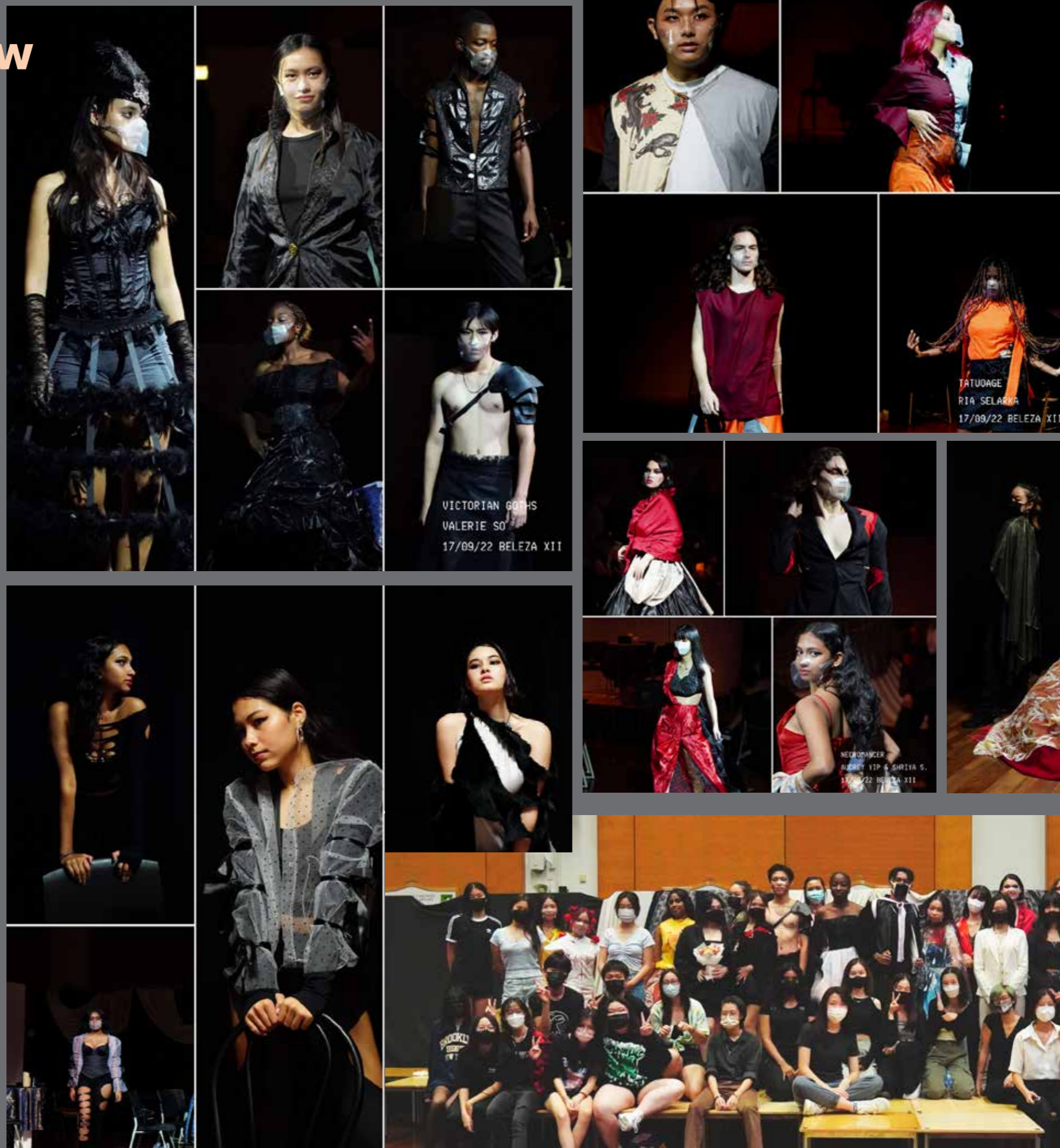
In September 2022, RCHK hosted the annual Beleza XII 2022 show. Initiated in 2010 to promote various social causes, Beleza returns to RCHK every year as an annual student-led fashion show to provide a platform to showcase the artistry and creativity of designers, all the while promoting a social cause. Beleza aims to nurture the creative talents of RCHK students, so students have tailored the show to be focused on their artistic expressions.

This year we've collaborated with the Coolminds HK charity—an organisation that aims to promote mental health awareness among students in Hong Kong. As we are a student-focused project, their mission is closely aligned with ours to promote the wellbeing of students. All proceeds from our show ticketing were donated to Coolminds. In the end, we were able to raise more than HK\$10,000!

For the show, seven student-designed collections were curated and presented in a runway show. Some students were even able to have interschool collaborations with King George V School (KGV) and City University of Hong Kong (CityU). In addition, the designs were showcased by our talented models, who ranged in year levels and schools. Our collections ranged vastly from "The Victorian Goths" to "龍章鳳姿" to "Tatouage", which each had a unique spin on a diverse range of historical fashion eras, cultures and themes. This year, we've set up numerous round tables and various routes such that the models can generate a more interactive experience for the audience. Furthermore, our show featured talented interludes of vocal performances, K-Pop dances, and instrumental performances.

All in all, we are most proud to say that we've put on a spectacular show that fostered the creative talents in our school community, and contributed to benefit the wellbeing of students. With that being said, we'd like to sincerely thank our esteemed guests and audience members who supported our show. We also want to tremendously thank every single person involved to have made Beleza XII such a worthwhile and successful show.

For more on Beleza, visit their Instagram page:
<https://www.instagram.com/beleza.xiii/>



By Flossi Chen, Year 12

CAS Week at Jockey Club Sarah Roe School

As part of the IB Diploma Programme, Year 12 students are required to undertake a week-long Creativity, Activity, Service (CAS) project in Term 1. Out of all activities such as making pottery and scuba diving, Christy Ang and Branden Chan, now in Year 13, chose to spend the week working alongside teachers and therapists at Jockey Club Sarah Roe School (JCSRS). JCSRS is one of 22 ESF's schools and the only special school in Hong Kong that delivers a curriculum in English. Christy and Branden took the time out of their busy schedules to share their CAS experience with us.

Christy Ang

Throughout the week at JCSRS, I experienced a range of emotions, from feeling nervous and uncertain about what was coming to getting used to the school environment.

Less is More

At first, I wasn't quite sure how to communicate or get along with the students. I treated them like glass, worried they would break down or be offended by my words. I would sugarcoat everything and indirectly tell them what they had done wrong. What I didn't realise was that since the communication was subtle, they might not understand what I was trying to say. From observation and under teachers' guidance, I picked up on my mistakes in communication. I learnt to use simpler language and short sentences such as "Work first, computer later."

Give clear orders

I once said, "Let's go back." without specifying where exactly. As a result, the student didn't know where to go and ran away in the opposite direction. It would seem that teachers were giving overly clear orders, but now I understood why teachers had to do so.

Relate course materials to real-life situations

I learnt about the different approaches teachers use to relate course materials to real-life situations so that students find it easier to grasp the concepts.

Support

Teachers would record the process of students creating artwork to prove that they are indeed the creators because people tend to think otherwise. This prompted me to think about **the common stereotypes and misunderstandings that students face every day.**

Branden Chan

I thoroughly enjoyed my week at JCSRS. I was able to learn a lot about a community I thought I had an understanding of but, in reality, very different to what I thought. By interacting more with the teachers and students, I was able to **overcome unfamiliar challenges and communication barriers.**

Transforming plastic waste into jewellery

Resurgence, run by Shaine Woo, Elaine Tsang, Audrey Chan, and Flossi Chen in Year 12, and Livia Wong, Joi Lam Chow, and Adele Lau in Year 11, is a student-led organisation that strives to reduce plastic pollution by upcycling. From May to June 2022, the team held a plastic donation drive at RCHK to repurpose this waste and transform it into unique pieces of jewellery that they aimed to sell and fundraise for NGOs. The RCHK community were very supportive of the initiative and we had the pleasure of interviewing Shaine about Resurgence.

What does the process of transforming plastic waste into accessories look like?

Resurgence transforms plastic waste into flat pendants through a melting process. Firstly, the collected plastic waste is melted into a flat sheet using a clothing iron. Then, the sheet is cut up into little plastic pieces and arranged by colour. When making the pendants, I mix the coloured plastic pieces together and melt them into a flat sheet. The step is repeated a couple of times until a marbled-like pattern is created. Afterwards, I either use a small cookie cutter to create pendant shapes or cut them up by hand. The leftover plastic sheet is either reused or remelted so that microplastic isn't created.



How much money was raised and which NGOs did you fundraise for?

Last year, Resurgence as an organisation did not host a fundraising event. However, I started this as a Personal Project and hosted a fundraising stall during the 2021 College Fair. From that, I was able to donate HK\$2,714 to

Plastic Free Seas. This year, we hosted a fundraising stall and were able to raise HK\$1,580, which we also plan on donating to Plastic Free Seas. However, we hope to donate to other NGOs that focus on other causes as well based on the team's passions, such as mental health, cancer research/awareness, etc.



"I feel like it's really important how Resurgence is able to get the RCHK community involved in being more aware of their plastic consumption."

Is there any data you can share on how much environmental impact has been reduced through Resurgence's action?

We currently don't have any specific data on the environmental impact Resurgence has had, but we've definitely been able to advocate and promote the idea of upcycling inside the school community. Last year, Resurgence held a plastic donation drive as well as a plastic collection challenge, which allowed students and staff to contribute towards supporting our initiative. From these events, we were able to collect a great source of plastic waste, which I actually used for making the jewellery from this year's fundraising stall. The fact that our jewellery is created from the plastic waste of the RCHK community also holds significant value and meaning as we are being inclusive of everyone!



Contributor: Shaine Woo, Year 12

Empowering Hong Kong youth through service

At the beginning of 2022, HandsOn Hong Kong selected 30 high school students from schools across Hong Kong to take part in Youth Empowered, an annual leadership programme for students to engage with social issues and lead initiatives to create positive change in the community. Four students from Renaissance College were chosen as HandsOn Hong Kong Youth Empowered 2.0 Student Leaders: Lorraine Ng (Y10), Padmini Thirumalai Ananthanpillai (Y13), Kaitlyn Fong (Y13) and Maki Flauta (Y13).

As Student Leaders, we engaged in workshops with non-profit organisations where we learned about the operational challenges they face and how they cater to evolving social needs. Together with these nonprofits, we developed and led six change-making service programmes for youth volunteers in Hong Kong to take part in. These programmes included education for disadvantaged children, food assistance for low-income families, empowerment for migrant domestic workers, and tutorial support for refugees and asylum seeker students.

Our programmes served thousands of people and increased youth participation in HandsOn Hong Kong's volunteer opportunities. We faced a multitude of challenges throughout the development of our programmes, working around COVID regulations, handling last-minute volunteer changes and remaining flexible to the needs of our beneficiaries. However, with tailored support from staff at HandsOn Hong Kong and other Student Leaders, each programme was a success. In the end, we emerged as better leaders with the technical abilities to successfully bring a project to life, as well as developed empathy and awareness of the meaningful causes our work served.



By Maki Flauta, Year 13 and Lorraine Ng, Year 10

Giving back in the time of Covid

At the times when the pandemic has democratized individuals across nations, some members of society were impacted by Covid-19 more than others.

When distance learning changed the way education is delivered, in some cases, the lack of devices or minimal access to them forced many students around the world to stay at home and park their education until things could get back to normal. This obviously made students from disadvantaged backgrounds discriminated against and left out.

Kendo Longid from Year 10 was observing the situation in his home country, the Philippines, and noticed many challenges students were facing during the time of the pandemic. He came up with an idea he called "Save+Share" - a laptop collection and donation programme aimed at refurbishing used laptops and donating them to students in need. His original goal was to donate to disadvantaged students in the Philippines, especially those who needed them for online learning.

Kendo came up with the idea after he picked up an old Fujitsu notebook from the e-waste bin by the Red Door Centre. The laptop still had decent specifications and was fully functional. "I think many people throw away old laptops without realising that they're often still usable. I managed to upgrade a laptop discarded by a neighbour, using only about HK\$1,000, and it actually performed much better than the laptop I bought for school", says Kendo.

He shared this experience with his dad, who remarked that his friend in the Philippines was collecting devices for students who couldn't afford them. "And that gave me the idea to try to collect laptops for such students", Kendo recalls.

He began by starting a dialogue with the school's Business Manager and communications department who he knew could help him promote his idea within the RCHK community. RedDoor Centre got also involved and donated six laptops for the cause even before the community donation drive began. A few options were discussed as to how to donate and through which channels. One of the ideas was to donate devices through another local charity, which would then transport laptops to people in need. This option, however, was not considered for long because Kendo preferred that he knows exactly when and where the donation would be distributed.

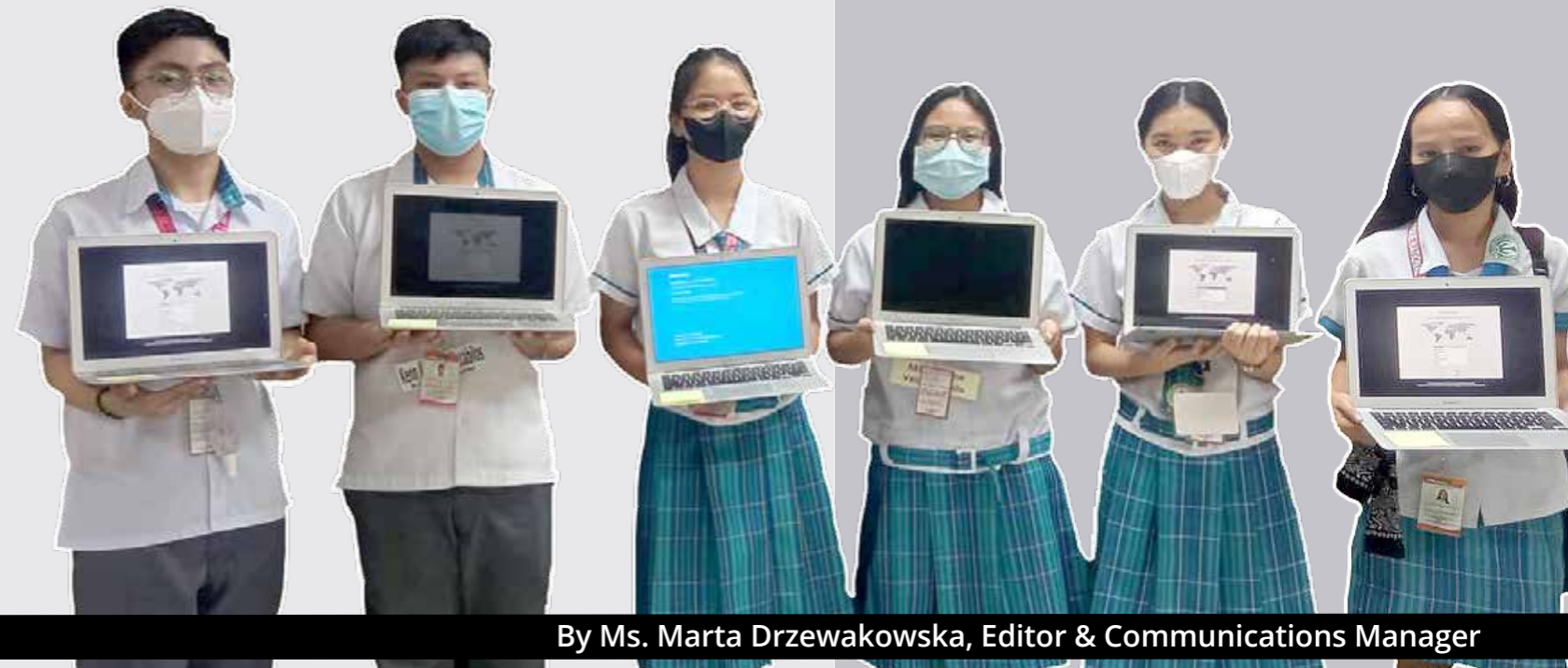
Following his father's advice, Kendo began communicating with the Paranaque National High School staff in the Philippines since the school is involved in the Philippines' Department of Education's Brigada Eskwela ('School Brigade') initiative, through which they accept laptop and phone donations. Kendo says, "I even produced a YouTube video to advertise my project and appealed to the school community through the Black Kites newsletter. However, the difficulties of navigating rules such as customs duties (or government exemptions or subsidies), and coordinating with the school's overworked officials made it clear that I should probably find a recipient that would be easier to donate to."

Eventually, with help from Kendo's dad, an agreement was made with the Paranaque National High School in the Philippines, and preparations for the shipping began. Kendo managed to collect 12 laptops altogether with the help of RedDoor Centre and private donations from RCHK community members. He planned to ship them in 2 badges of 6 each. Kendo sent the first 6 devices in July 2022 and throughout the process, he remained in constant contact with the school in the Philippines and RCHK staff to keep all stakeholders up to date.

The second badge was shipped in October 2022, marking a milestone for Kendo, as his laptop donation drive kicked off this very month a year earlier. We were thrilled for Kendo, who could report the completion of the task. He reflected on the experience, saying the process "helped improve his communication and organisation skills." He then continues reflecting, "I had to email quite a lot of people to get this project started, and I had to be patient and flexible and be able to change my plans. Internal communication with our school supervisors was also challenging, especially when we had to return to online learning when classes resumed this year. It's been difficult getting hold of people and getting timely responses."



"This project has helped me realise the state of the world and the condition that a massive chunk of people are in, and it makes me want to put effort into helping these people, as I am lucky enough to be in a state where I can be provided with basic human needs."



The 14th IBDP cohort did phenomenally well in the highly competitive IB programme with six perfect scores of 45/45! The Class of 2022 also had an incredibly high passing rate with 100% or 126/126 students earning the IB Diploma. In addition, 100% of the class who studied both English A and Chinese A earned the IB Bilingual Diploma. The eighth cohort of eight IBCP students successfully finished their foundation courses at the Savannah College of Art and Design (SCAD) and the Hong Kong Academy for the Performing Arts (HKAPA) as well as passing examinations and achieving certificates in three or four IBDP classes. These marks are far above world averages which demonstrates the exceptional quality of teaching and learning at RCHK.



Vixere—the brainchild of 26 young entrepreneurs

This year, over 1,100 teams of students aged 14 to 18 from 76 schools participated in the Junior Achievement (JA) Company Programme. Students set up new companies and ran their own businesses. It was an exciting challenge calling for creativity, entrepreneurship, and teamwork.

Leadership



Representatives of RCHK JA: Maki Flauta, Abhinav Khanna, Charis Pao, Shraddha Rajesh, Ian Chung, Megan Chan, Ray Liu, Nishant Kidangan, Manjot Singh, Joshua Ng (Year 13)

Product line



OUR THREE DESIGNS



OUR VIXERE NECKLACES

A STAINLESS-STEEL, 18K GOLD-PLATED, DOUBLE-LAYERED NECKLACE. VIXERE'S NECKLACES COME IN THREE DESIGNS, EACH INSPIRED BY EARTH'S BEAUTIFUL BIOMES AND THE ENDANGERED ANIMALS DWELLING WITHIN THEM — THE OCEAN BIOME WITH THE BLUE WHALE, THE RAINFOREST BIOME WITH THE SPIX'S MACAW, AND THE ARCTIC BIOME WITH THE POLAR BEAR.

A team of 26 students from RCHK came together and built their company **Vixere** from the ground up. Let's get to know a bit more about **Vixere**.

"I feel that this experience has been eye-opening for me both in my role as Chief Financial Officer and as a member of the company in general. Through the numerous requirements and challenges that we were faced with, I found that simply learning how businesses function effectively is vastly different from actually taking up a position within a company and undergoing the challenges oneself," Abhinav said. "One of my greatest takeaways has been that in order to progress forward in a company, those that are involved must have common goals with regards to the company's direction."

Achievements

- JA Company of the Year Award (First runner-up)
- JA Digital Marketing Award
- A 37.6% return for Vixere shareholders
- A donation (20% of the profit) to BLOOM Hong Kong, a marine conservation non-profit.

Styling Guide



VIXERE TOTE BAG A STYLING GUIDE

BLUE CARDSHIRT
PEARL WHITE
SEA BLUE
LIGHT WASH JEANS
BLACK SNEAKERS

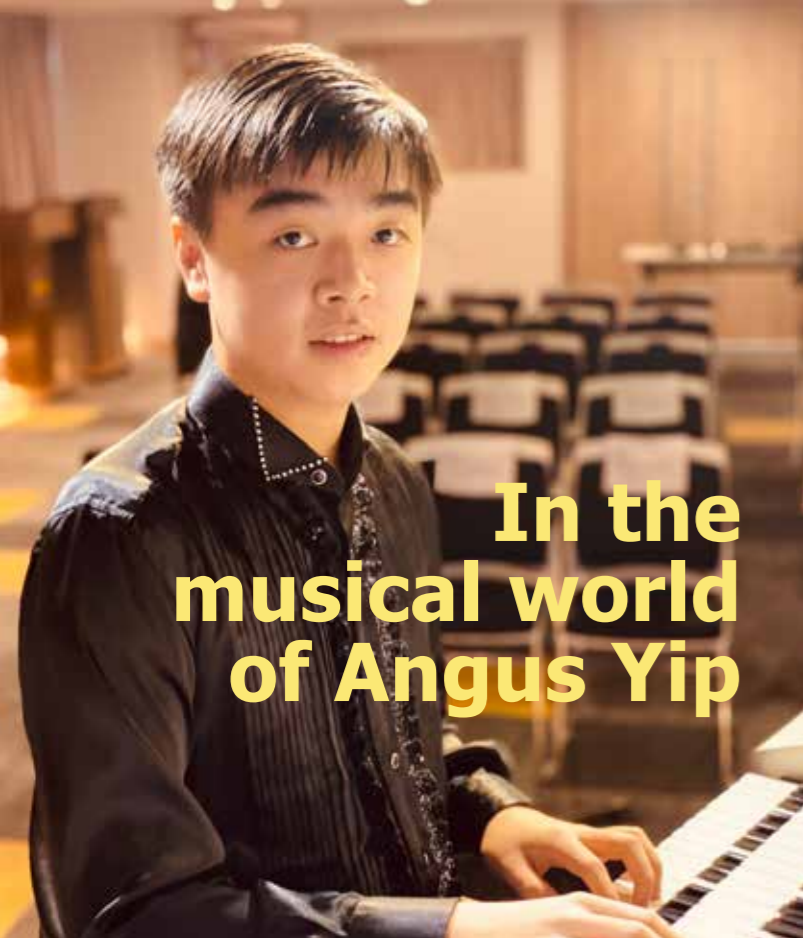


THE OCEAN NECKLACE A STYLING GUIDE

THE VIXERE NECKLACE
A SIMPLE BLACK BAG
COLOR MATCHING DRESS
CASUAL BOOTS



Sources: Vixere's Instagram page (@vixere.rchk), English Schools Foundation LinkedIn Page, "Wearing the stories of Vixere, RCHK's 2022 JA Company"



In the musical world of Angus Yip

When he was little, his grandmother bought him his first toy piano after he looked at it for a very long time at the toy shop. He got very excited when he hit the keys on the keyboard and made the first sounds. He still keeps it at home now!

Angus Yip has been known not only at RCHK but in Hong Kong and Asia for his exceptional musical talent. This is Angus' last year at the College as he'll soon be a graduate. We couldn't miss a chance to speak with him for the last time before his departure.

Like many professional musicians, you started your musical journey early. How did it all begin?

I started to learn music when I was 3 years old. At that time, I was a kindergarten student. My mum told me that I had too much spare time as there was no homework so she chose some interesting activities for me to spend my spare time on. Music was one of her choices; she liked music too and we could attend the classes together.

I am passionate about composing my own music and performing it to different people to express myself. Music is an international language transcending different people and different places in the world. I hope to deliver my story and message to the world by means of music.

Why piano?

I enjoyed my time learning music and made a good progress in developing my basic knowledge of music in my early childhood. My parents then encouraged and supported me to learn piano at the age of 5. They thought that the piano was a basic instrument to start learning music performance.

At the age of 6, I extended my study further by playing the electone. I was extremely attracted to this instrument because it could produce sounds of different instruments and musical styles. It inspired me a lot in my own compositions.

In year 5, I had a chance to learn one more instrument, the clarinet. I even joined and performed in RCHK, and outside of school - Disneyland as a clarinetist in Band of 40, Concert Band, Jazz Band, Clarinet Ensemble, Orchestra and ESF WindBand. I also performed as a keyboard player in the RCHK Qing Idol and as a pianist in Chamber Strings.

Being a professional musician, like yourself, requires sacrifice that involves long hours of practice, participation in competitions, and missing lessons. How are you coping with all that especially now in the most challenging of all years, Year 13?

I believe that I have managed my time quite well between the regular school schedule and lessons, instrumental practices and competition participation in the past years of my Secondary school life. However, as Year 13 is the most challenging of all secondary years, I feel overloaded. Besides, I'm taking regular school lessons and need to prepare for my examinations. I also started planning my further academic education in universities, preparing my personal statement, university auditions and interviews.

Fortunately, I got encouragement and support from my parents and teachers who advise me on how to prioritize my time, to lessen my study pressure.

The need for competition—does it drive you or cause stage fright?

Every time I perform on stage for a competition, I feel anxious and nervous. I always remind myself to focus and do my best. When I think of the music that I am going to perform, my fingers would play the familiar melodies of the piece consciously.

Although competitions are harsh and I need to spend plenty of time practising, I enjoy the satisfaction of listening to the applause from the audience. I feel that they appreciate my best efforts. Therefore, I think that competition is necessary to ensure my performance abilities and skills are up to target.

What do you like to do in your free time?

Like other teenagers, I like surfing the internet, watching Youtube videos and playing computer games. I also like to play tennis, sketch or paint, and cook.

In Issue 12 of RCHK World published in January 2015, you are featured as selected by Hong Kong Tennis Association as a ballperson for the HK Tennis Open 2014 and "Head to 30 Break the World Record", a fundraising tennis challenge. This came as a surprise to those who are used to reading about your musical achievements.

I still remember those events. Hong Kong Tennis Association was recruiting young students to act as ballpersons for the Hong Kong Tennis Open tournaments held in Hong Kong in 2014 and 2015. They provided theory training sessions on basic rules, duties, and tie-break procedures. I also had practical training sessions with running and throwing drills. In fact, I learnt a lot of international rules of tennis tournaments and made friends with other young students who also enjoyed playing tennis like me.

I remember working late until 11pm at night sometimes. Although I felt tired, I was proud of myself for getting a chance to contribute to such an international sports event. I learnt that the success of an event needed a lot of different roles to make it work. I also learnt about a professional attitude of those world-famous tennis players and how they strived to face their challenges. They might face many uncontrollable and unpredictable factors like weather, physical conditions, injury, emotions or competitors' attitudes to block them from going forward. Eventually, they were able to overcome these factors and success.

In the fundraising tennis challenge of "Head to 30 Break the World Record", a French professional player, Jerome Lacorte attempted to set the Guinness World Record. He played over 30 hours of tennis continuously with 30 or more opponents.



Hong Kong Tennis Open 2014; Photo with Monica Puig, Puerto Rican Tennis Player

All of these memorable and valuable experiences benefitted me in performing on stages in Hong Kong, Singapore, Indonesia and Japan.

Do you compose?

I started composing when I was 8 under the inspiration and guidance of my private music teachers. Since then, I have tried to compose at least one piece a year. Nowadays, I can compose more music and repertoire with different instruments in each piece.

What's next for Angus Yip after RCHK?

As I have nurtured my music knowledge in Hong Kong for a number of years, I am eager to experience the study of music in other countries. I prefer to learn more about the music genres and cultures of different countries. I am also looking forward to collaborating with other students around the world to produce an impressive show for the audience. It would be great to perform on stage with other music talents who come from different places in the world.



RCHK College Fair 2018; Photo with Dr. Harry Brown



Painting by Angus

By Angus Yip, Year 13

The Chess Masters



Then (2018)...

Here we present Year 7 chess masters Anlan Xu, Adrian Chan, Ethan Huang, and Kyran Liu, who were the runners-up of the 12th Hong Kong Scholastic Championship, and also high achievers in chess competitions back in 2018. Alan, who agreed to speak with us, started learning chess in Year 2 and since then has been participating in various chess competitions, such as the 2018 Scholastic Chess Championship (second place, Division C), the 2019 Chess Academy Hong Kong Inter-School Team Championships (Silver, Lower Primary Board 3), and the 2019 Hong Kong Juniors Chess Club Hong Kong Inter-School Chess Championships (3rd Runner-Up, Lower Primary, Board 3).

"In competitions, students who come from the same school usually compete as a team, and I have enjoyed being part of the competitions together with my RCHK friends."

"There is still a long way to go to improve my skills, and I believe playing together with my friends is an important way to achieve that goal. The inter-school chess competitions usually take place every year, and I am looking forward to these events in the future. My goal is to try my best in the forthcoming events and hopefully win a medal and contribute to a school trophy."



As a team, we need to work together, as individual success does not guarantee group success. We need to try our best and support each other. Some of us have been attending the chess club activities after class, and it helps a lot as we have many chances to play chess together. We need to learn how to think several moves ahead and estimate the moves of the opponent.



And now

Contributor: Anlan Xu, Year 7



It was with great pleasure that we welcomed the return of our Secondary Swimming Gala on Wednesday, 26 October at the Ma On Shan Public Swimming Pool. A big thank you to the Physical Education Department, House Directors, and Acting Vice Principal of Secondary Wellbeing Mr. Ryan Copley, for planning this delightful event for our community. And to all swimmers, WELL DONE!



Behind Ho Hei Lam's decade-long (and counting) journey as a footballer

During teachers' briefing that takes place every Friday morning in the PAC, we hear community and school updates. To one of such briefings on Friday, 23 September, Dr. Brown invited Ho Hei Lam to share about the upcoming football matches he was preparing for to represent Hong Kong. We spoke with Ho Hei and learn so much about his journey this far.

What was the highlight of your presentation for the teachers during morning briefing?

I talked about our upcoming trip to Thailand for a week of training camp, and the 2023 AFC Asian Cup Qualifiers that would be hosted in Kyrgyzstan. To my surprise, Dr. Brown showed a letter I had written to him in Year 2, which was a proposal requesting an area to play football during break and lunch times. After my class teacher, Ms. Wnek, delivered the letter to Dr. Brown, he personally came to our classroom and discussed the logistics and possible solutions, and in the end we were able to play on the primary rooftop during recess. This made me understand the importance of not giving up easily when pursuing something that you are passionate about, as well as how a simple act of kindness can go a long way.

To this day, I am still extremely grateful and thankful for Dr. Brown's continuous support and encouragement throughout my years at RCHK. I have come a long way since then and it is in no small part due to the support of Dr. Brown, Ms. Wnek, and the teachers of RCHK.

Tell us more about the trip.

This trip was full of ups and downs. In the first few days of training camp in Thailand, my roommate who flew over from England tested positive for COVID. As a result, he was unable to fly with us over to Kyrgyzstan to compete in the Asian Cup Qualifiers. Although I did have to self-isolate in Thailand, I was lucky to test negative and was able to train and travel with the team to Kyrgyzstan. Fast forward to the night before our second match, I had a really bad stomach ache that woke me up in the middle of the night. Sadly this meant that I was unable to play in the game against Laos. Fortunately, I was able to recover quickly and start in our last game against Iran (Ranked #1 in Asia), which allowed me to experience the difference in quality and intensity that top teams played in person.

Although we didn't get the results we wanted, it was an honour to represent Hong Kong internationally and have the opportunity to wear the captain's armband in one of the matches. This was without a doubt one of the most memorable experiences of my life and I am forever grateful for this opportunity. It was truly an eye-opening journey that I will never forget.

“ When people think of football or sports in general, they think the most challenging part is the physical demands of the sport, and tend to overlook the mental aspect of the sport. A lot of players struggle with stress and anxiety and let emotional factors impact their performance. To this day I am still learning to cope with pressure and not let mistakes or failure affect my self-esteem. As such, football has also taught me the importance of being healthy both physically and mentally, in order to be able to play with confidence and perform well on the pitch.



Ho Hei with Year 2 students meeting Dr. Harry Brown about football pitch project in February 2013

“ This trip taught me to look on the bright side of things and to be optimistic as nothing bad ever lasts forever. I also learnt the importance of living in the present and giving your all at the moment to make sure you have no regrets after.

How are players selected for the Hong Kong representative teams?

In preparation for the 2023 AFC Asian Cup qualifiers, scouts from the Hong Kong Football Association come watch our training and league matches and compile an initial list of around 35 players who are selected to train with the Hong Kong team in "phase 1". After a few weeks of training, some players are cut while others move onto "phase 2". This process repeats two more times until it is finally narrowed down to a final squad of 23 players who are selected to represent Hong Kong in the qualifiers.



Ho Hei with Ms. Tracy Wnek during Friday teacher briefing on 23 September 2022

How different do you think international matches are from local ones?

There is definitely a huge difference between international matches and local ones in Hong Kong, which was to be expected as we were competing against the best of the best of each country. Firstly, the intensity and speed of play were a lot higher and quicker in international matches. You have to make decisions in split seconds due to the high pressure and compactness of the opponent. Furthermore, players from other countries were also a lot stronger in terms of physicality and technical ability in comparison to players from Hong Kong. Nonetheless, I am extremely proud of our team for stepping out of our comfort zone and playing a more aggressive and offensive style of football, even against stronger opponents. The national team's usual play style tends to be a bit more passive, where we sit back and wait for an opportunity to counterattack when the

opponent loses the ball. However, the coaches and directors thought that in order for Hong Kong to be a top team in the future, it was important that we changed up our playstyle and started being more confident with the ball and more aggressive in both attacking and defending. This was something we worked really hard on during training camp and it was really good to see us be successful in certain moments of the match.

Another major difference would be the atmosphere and support the players receive during the game. Even for our age group, they had thousands of fans attending the game and cheering their players on, giving them that extra push during the tough games. This created a really lively and intense atmosphere which I had not experienced before at the Hong Kong youth matches.



When did this love for football begin?

When I was 5 years old, I joined a summer football program that my friends recommended, called the Jockey Club Youth Football Development Programme. My passion grew as I played more and more, especially when I played with more experienced students from older year levels. Although it was challenging, I believe this made me more passionate about football as I had a lot of fun running after them and trying to learn new skills in the process.

I then joined a Hong Kong district team and played there for a few years until my coach suggested I try out for a

bigger club. At first, I struggled to join a team and kept getting rejected after tryouts. I was devastated at first, but this just fueled me to train even harder to ensure I would get accepted into a club. Eventually, I was fortunate enough to get selected by Kitchee SC, which is arguably one of the biggest clubs in Hong Kong. I am extremely grateful to my parents and my sister for their continuous support over the years. They have had to sacrifice a lot of their free time in order for me to pursue my passion for football, by taking me to training or assisting me in my own individual training over the weekends.

What values/skills have you learnt from playing this sport?

Throughout the years, I have constantly been learning about the technical and tactical side of the game. However, football has also taught me a lot of useful life lessons that can be implemented in my everyday life. I learned the importance of determination and hard work, as football is a sport that shows how you only get back what you put into it. The effort I put into training is directly proportional to how well I play in a game, hence why it is important to give your 120% every time.

How did the pandemic impact your training?

During the pandemic, all in-person training sessions were cancelled for safety reasons. As a result, the club that I play for (Kitchee) organized two zoom workouts with the team every week, where we did HIIT circuits and ball mastery drills to maintain our fitness and footwork. Aside from the club training, I also did some separate training myself such as running along the promenade and exercising with weights at home so that I could be fit and ready to play when football finally resumed.

Who do you look up to in the world of football?

Cristiano Ronaldo. Despite his recent controversies, I still have a lot of respect for Ronaldo and have always idolized him from a young age. He is one of the main reasons I started playing football as I was fascinated by his playstyle and flair on the pitch. However, I was even more impressed by his mentality off the pitch, as his discipline, dedication, and hard work prove that anything is possible if you are consistent and have the drive and passion to succeed.

How do you like to spend your time when you're not playing football?

In a typical week, I train 4 times a week for 3-4 hours each time, and have matches every Friday. When I am not playing football, I spend most of my time studying and revising for school to ensure I am doing well in academics as well. Aside from schoolwork, I like to spend my free time hanging out with my grandfather and trying different activities with my friends (e.g. cycling, hiking, and bowling).

What's next for Ho Hei?

As of right now, I am preparing for the start of the Hong Kong Premier Youth League-U18, which is a football league consisting of 10 teams in total. Our goal as a team is to win the youth league as well as the league cup at the end of the season. Throughout this period, I also hope to get physically stronger and faster in preparation for the U20s AFC Asian Cup qualifiers in two years' time. In terms of personal long-term goals, I strive to maintain a good balance between sports, academics, and family/friends time as I believe that it is important to keep a balanced lifestyle to be happy in life.





Swimmer Jessica Cheng takes us to the 8th FINA World Junior Swimming Championships



“The swimmers were faster, and I wasn't able to get into the final. But, I can say I tried my best under unfamiliar conditions. It was a memorable experience to represent Hong Kong in the World Junior Championships competing with all the elite swimmers across the globe.”

Jessica Cheng in Year 13 represented Hong Kong in the 8th FINA World Junior Swimming Championships 2022 in Lima, Peru. She competed in three backstrokes and was placed 13th for 50m back, 16th for 100m back, and 14th for 200m back. She'll also be representing Hong Kong in the upcoming World Championships in Melbourne and in Japan. Jessica was very kind to share her experience at the championships with us after she got back from Peru.

Starting with a hiccup
In September 2022, the Hong Kong representative team consisted of 8 swimmers, 3 coaches, a nutritionist, a sports massage therapist and a team manager; we all attended the 8th FINA World Junior Swimming Championships 2022 in Lima, Peru. Originally, we had 4 boys and 4 girls, but 1 swimmer was down with COVID several days before the trip, she was unable to board the flight and the girls' relay team was impacted; we had to withdraw from the girls 4 x 100 Free and Medley relays. We felt unfortunate as we all had practised diligently since the pool training resumed in March. She was my squad mate and my roommate at Hong Kong Sports Institute (HKSI), and we were looking forward to being roomies in Peru. With mixed feelings, we started our 30 hours journey to Peru via a layover in Amsterdam. Finally, we arrived in Lima on a Saturday. The next day, another bad news came: one of the boys was confirmed with COVID! The team manager and all of us had to take extra precautions. We all got tested and had to conduct a Rapid Antigen Test twice a day during the entire trip to confirm we were healthy. The team manager also took

additional protective control measures to minimize our exposure. All meals were to be taken in the hotel room and were only allowed to be either at the pool or the hotel room. The experience was quite different from the 2019 Asian Age Group Swimming Championships where we exchanged experiences with other national swimmers and made friends.

Day 1
In the morning, I competed in the 100-meter backstroke preliminary race. I was placed in heat 5 and had a good back entry to the water with a lead. My time was 1:04.03, which was slower than my PB by half a second. Fortunately, I got into the semi-final! The semi-final was in the evening, we went back to the hotel for lunch and rest. The team went back to the pool at 4:00 for warm-up. It was a new experience for most of us at the semi-final. All semis or finals were only held in the evenings, the lights were out with the spotlights shining on the swimmer as the host announced their

entrance to their lane starting with the far lanes and finally to lane 4. I was on lane 7 and I heard the host announce my name Jessica Cheng representing Hong Kong China! I made my way proudly towards my swim lane checking if the equipment was adjusted properly. My heart was pounding rapidly, I was nervous. I was swimming next to Poland's swimmer Bernat. We waited for the whistle, jumped into the water and got ready for the back start. 1st beep, get ready, 2nd beep start, I gave it my best swim.

Great experience
All in all, I competed in all three backstrokes and was placed 13th for 50 back, 16th for 100 Back and 14th for 200 Back. This experience will definitely help me in future high standards overseas pro swimming meets.



By Jessica Cheng, Year 13

Golfer Covi Yan ended the season on a high note

Year 12's Covi Yan earned her second champion title in the Hong Kong Golf Association Spring Ladies Tournament and won the age group title in the Hong Kong Junior Close Championship in September 2022. Covi walked us through some nuances of her golfing life.



Covi's next event will be the Hong Kong Ladies Close Amateur Championship. This tournament will serve as the qualifier for the Hong Kong Ladies Open, an event that is part of a professional golf tour. She will also be preparing for more overseas tournaments in the coming months.

How would you describe your experience participating in the tournaments?

Golf is a game full of uncertainties. We never know what will happen until the last hole is completed, and these two tournaments were no different. It was quite a rollercoaster for me, and the ability to bounce back after a mistake was what helped me take these two wins home. Concentration levels are important to keep up, as it is crucial in making sure that I have what it takes to focus on the game and make good decisions. After all, golf is a sport that requires its players to think fast on their feet, so playing smartly and managing the courses well really benefited my overall game during this process.

What kept you going?

I think what kept me going for the tournaments, especially the Junior Close Championship, is that I knew winning it meant securing the champion title for this year's Order Of Merit, the highest level of ranking for junior golf in Hong Kong. This really motivated me to keep going and to get back up even when the game wasn't going the way I wanted it to. Sport psychology classes taught me to focus on the game, and not the scores, which was especially important for suppressing distraction and stress. It was after I completed the final hole of the tournament that I found out I had won. This rewarding feeling is truly one of a kind and knowing my efforts have paid off really upped my confidence for future games. I am glad the season ended on a good note, and these wins will definitely be something I remember for a long time.

What does your typical training day look like?

Typically, weekday training happens after school about two to three times a week. Training starts from 4:30pm

to 5:00pm, and ends at 7:00pm. I would come back from school and pretty much immediately go to training. Usually, my coach and I will focus on a different aspect of the game in every training session to target specific areas that need more practice. After training, I would go home, shower, eat, and complete any homework or studying for the day. During weekends, I usually have one to two training sessions. Weekend training is mostly conducted on the course where we apply what we have practised during the weekdays into a proper round. These rounds typically last from four to five hours, so it also trains our endurance along with our skill.

How did your training look like during the pandemic lockdowns?

The pandemic has definitely impacted my training. For months, we would get unstable training schedules, with mask regulations and more. Golf is a sport that is very situational, which makes it even harder for athletes like me to train consistently and improve during the pandemic. At first, it was hard to adapt, but as the pandemic went on, I started to be more creative with my training. Instead of going to the driving range, I would set up my own little tent in my grandparent's garden and practice there. At-home yoga mat workouts were the norm when gyms started closing down. Indoor golf simulators became a huge thing over the pandemic, and I would go there to check up on my stats and make sure I was reaching goals. Now that Covid regulations have loosened up, it's safe to say I can train normally again, but I believe that open-mindedness and positivity are essential in maintaining a growth mindset during the pandemic.

Who inspired you to take up golf?

I started attending lessons when I was around 5 years old but was introduced to the sport by my parents at the very young age of 2. Going to the range with my parents on a Sunday afternoon was a time when the whole family could

have fun together. Over time, the sport grew on me and I started to enjoy the many aspects of golf. One of the reasons why I love to golf so much is because of how it challenges both the body and the mind, which makes this sport engaging and interesting. It also allows me to step outside of the busy Hong Kong lifestyle that I've been accustomed to, and really just relax in nature and enjoy the scenery.

Who do you look up to in the world of golf?

When we think of people in golf, we always think of Tiger Woods, the golfing phenomenon that has made himself known worldwide for his pure talent. He is definitely someone I respect a lot and look up to, but one of my inspirations, especially during my early golfing days is Lydia Ko, a professional golfer playing on the LPGA tour. I first knew of her when she was only sixteen, the same age as I am now. She was a rookie back then, but she played in such a mature way, handling high-pressure situations with composure and calmness, all with a bright smile on her face. She is kind, polite, and most of all, a true athlete.



"Golf is a game full of uncertainties. We never know what will happen until the last hole is completed."

"As a student athlete, it is important for me to know how to balance my athletic and academic life so that I can have high motivation for both."

Have you participated in tournaments outside of Hong Kong?

Yes, I have. I think the major difference between local and international tournaments is that the field is much bigger, and more diverse. Competing overseas allows me to connect with players of different cultural backgrounds, values, and interests. Such a diverse field can only be found in large-scale international tournaments, like the IMG Junior World Championship, a competition for which I have qualified in the last four years. Every year, I would get to play amongst the best in the world, and every time I would meet someone that came from a different place. It is quite exciting and eye-opening to experience such diversity. In Hong Kong, most competitions are played individually, with everyone competing for themselves. The tournament atmosphere in Hong Kong is great, but in overseas tournaments, I am not just representing myself, but Hong Kong as well. Being a member of the Junior National Golf Team means that I play for something bigger than myself, that I play for Hong Kong, every time I compete internationally.

What drives you as you enter competitions?

As a competitive athlete, I enter tournaments to win and push myself to achieve better results. However, other than the goal of obtaining good scores, I also enter tournaments for the overall experience. Every round, I would get to play with two or three people and would be doing so for at least four hours. Even though we are competing against each other, by the end of the round, we would be bonding, talking and laughing like we had known each other for years. Golf created so many opportunities for me to connect with different people, and many of my most important relationships were developed through this sport.

In sports as well as in other areas, what are your short-term and long-term goals?

In the short term, I'm just focusing on honing my skills as an athlete to improve my scoring average. I would also like to travel a bit more to gain experience in overseas tournaments, and hopefully bring a few titles back home. As for my long-term goals, I have always had the dream of playing golf at a collegiate level in the States, where I can pursue my athletic and academic interests at the same time. In terms of my academic interests, I'm looking to pursue behavioural psychology in college. I have always been interested in how and why the human mind works as it does. I believe understanding that is important for maintaining and developing good interpersonal relationships, which is one of my most important values. However, I'm always open to change if I find that I enjoy other academic areas during college.



The fencer

Three cheers to Year 5 student Isaac Chan for his amazing achievements in the BOC Youth Development Programme New Territories District Primary School Fencing Competition and Hong Kong Youth Fencing Elite Competition & Sportsoho SportsExpo 10 years Cup. He won the silver medal in B Grade Boys Epee Individual in the former and was awarded the first runner-up in the contest of U11 Boys' Epee in the latter. We're delighted to speak with Isaac about sportsmanship and what excites him about fencing.

Why did you choose fencing?

I first learned about fencing when my sister did this sport a few years ago. I was watching her play and thought it was very fun and "cool" because I feel like a knight when I am in my gear with the sword!

Back then, my sister was learning fencing with the same coach as I have now. I started playing with the foil (a type of sword that is less than a pound and it is more flexible and easier to handle). Later on, my coach suggested I should move on to epee (another type of sword that weighs the heaviest among other types of swords used in fencing) because of my physical build. The rule is that for foil, you can only poke the body and the neck of your opponent but for epee, you can score anywhere in the opponent's body. To me, I just think the epee is more fun.

Share with us a bit more about the two competitions you recently participated in.

It was great fun to be able to participate in the competitions. I was quite nervous in the beginning since I did not have

much experience in open competitions before. After some warm-ups, I started to feel more confident about putting my training into the real games and stayed calm. I remember from time to time during the games, there were coaches of my opponents yelling beside the piste (the competition area) trying to tell my opponents what to do, this might be a tactic to win, but it is quite an annoying one. So I told myself I have to stay focused and calm. Be it a win or a loss, I feel proud for being able to represent my school and achieve the results so far.

I also earned a lot of friendships and received great mentorship from my coach by doing fencing. During the competitions, I played hard against my opponents, but after each game, we shook hands and saluted each other (and the referee) and, after all, we are still friends. No matter what the results are, we show respect and sportsmanship to each other.

How do you balance your athletic and academic life?

I practice about 6 hours of fencing each week on top of some physical training. Lately, I have joined the School Primary Black Kites Pre-season Basketball Squad (with training every Thursday), and RCHK Club Scouting on Saturdays. I read, and play LEGO and video games during my free time. The academic work is not very heavy at the moment which allows me to put more time and effort into developing my interest in sports. But my parents always remind me that having a time management mindset is important in achieving more of my goals.

In sports and in other areas, what are your goals for 2023?

My mom wishes me to improve my swimming skills as I am not very good at them. Perhaps this is my goal in 2023, together with improving my fencing skills continuously. I want to be a faster and stronger fencer, and be able to compete in more competitions both locally and internationally in the future.

Contributor: Isaac Chan, Year 5



Junior Cricketer of the Year

Abhimanyu Ganesan in Year 10 received the Junior Cricketer of The Year Award for 2021-22. We were delighted to learn more about Abhimanyu and his cricketing journey.

What contributed to your victory this year?

I believe that the organizer selected me as Junior Cricketer of the Year based on my performance statistics and playing style. But given that it is one of the most significant honours in junior cricket, I was really shocked to get the award.

How the cricket came about? Were you inspired by someone to take it up?

My father taught me how to play cricket when I was 5 years old since he has a great love for the game. He assisted me in changing clubs so I could play in adult leagues and have better experiences.

Who do you look up to in the world of cricket?

Hardik Pandya is someone I look up to since we both possess the same skills in cricket, being all-around players.

Apart from cricket, do you have other passions/ interests?

I do enjoy sports, and outside cricket, my favourites are football, basketball, and volleyball.

In sports or in other areas, what are your goals for 2023?

My objectives are to graduate from Year 10 with high grades and be selected for the Hong Kong U16 squad.

Do you see yourself being a professional athlete in the future?

I want to play in international leagues as a professional athlete. However, if that doesn't happen, I'd like to play locally in other leagues or countries.

Contributor: Abhimanyu Ganesan, Year 10

Evie's equestrian journey

For Evie Sum, horseback riding is everyday life because since she remembers, in the saddle, she feels like a fish in water. Now, in Year 10, she placed third in the HKEF Inter-school Equestrian Challenge 2022 (Higher Division) and was selected to join The Hong Kong Jockey Club Youth Equestrian Squad. Evie was the youngest among the only 12 equestrians that were assigned to this prestigious group to represent Hong Kong in future competitions!

She admires and looks up to her instructors, whom she considers "insanely cool". Then Evie goes on, "the way they ride is so different, and if given a chance, I could probably write an essay on why I admire them." In a conversation with Evie, we also asked her about her plans and daily routines in the stable.

How did it feel to be part of the HKEF Inter-school Equestrian Challenge 2022?

Honestly? Terrifying. Everyone else was older and much more experienced than me, so being able to place third was astounding. It was pretty tiring as well, but the horses were brilliant.

Why did you start this sport?

I started horse riding years ago; I don't even remember when. I started because my mom brought me to a stable, and I saw the horses and the riders, and I thought, "man, it would be so cool if I could do that." So I did!

On a typical training day, what's your routine?

I start roughly an hour earlier than my lesson, whenever possible. My other routines include:

- Grab my tack and go to my horse
- Give her love and attention, then maybe laugh about how dirty she is
- Clean and tack up
- Ride
- Untack and wash
- Lots of treats and pets, avoiding her bites
- Pack up and leave



What do you like to do if you're not in the paddock?

I enjoy singing and listening to music. Reading or writing books is fun too. Have you read Omniscient Reader's Viewpoint? It has 551 chapters and is amazing!

Are you seeing yourself as a professional athlete in the future?

Well, I definitely want to improve my riding skills. Doing more cross-country would be great as well. I don't really see myself going professional since I've always regarded riding as more of a hobby. We'll see...

Next on the list of activities for Evie is participation in the Hong Kong Pony Club International Dressage Show. It's a competition that includes 11 different countries and over 160 entries. Fingers crossed for our RCHK equestrian!

RCHK values in action: Every Child's voice



RELATIONSHIP
EMOTION
DIVERSITY

A

Take a stroll through the IBDP Visual Arts Virtual Exhibition

Class of 2022 Visual Arts students have worked tirelessly to produce their collection of artworks for the IBDP Visual Arts Exhibition. Let's take a virtual stroll and appreciate the creative production, critical interpretation, and technical proficiency of the talented artists!



By scanning the QR code, you'll enjoy more amazing artworks as well as animations and videos!



Cinderella
(Digital 25 x 25 cm)
Sunny Sien

Depicts an ant head combined with a photograph of Victorian-era actress writing letters to her fans. I wanted to explore how parasocial relationships are a form of escapism, how creators lives become a form of escapism and a performance for other people. The colour scheme is sepia-toned, emulating old photographs, creating a timeless feel. However, the ant head includes darker tones to contrast the head and the rest of the image, to highlight the unnaturalness of the head.

Dream state
Heidi Kwok

This plaster sculpture of a mermaid poised with her head out of the water. The mermaid's pose and expression represents the calming and ethereal state of dreaming, which is a gateway into exploring the inner world.



Dianthus
Sonia Fung

References to a flower also known as Pinks, symbolising love and affection. It resembles candy floss in colour and structure. The flat background allows for simplicity and to draw the attention to the massive cotton candy. The swirls are used to emit a whimsical fantasy like feeling, allowing a flowing movement. Candy floss was a treat that I rarely received as a child bought by my parents.



Belladonna
Sonia Fung

Alludes to a poisonous plant, which is often received as a warning. The dripping darkness of the cotton candy is meant to decrease the appeal of the usual sugariness of the treat. It is reminiscent of Snow White's poison apple, a fairytale that I often revisited throughout my life. As a child I often wanted to preserve candy floss as long as I could. It is symbolic for when my only worries in life were as simple as melting candy.



Illustrators of *I am a bit different: In School*

Thanks to Mr. Andrew Deakin, Head of Visual Arts, we learned that our VA scholars Louna Larose and Charis Pao in Year 13 have created amazing illustrations for *I am a bit different: In School*, a children's book which promotes Autism Spectrum Disorder (ASD) awareness. We talked to Louna and Charis about their experience working on this meaningful project.

Mr. Deakin introduced this opportunity to us as a group of VA scholars. We are very grateful for the external opportunities that he provides to us. Afterwards, we met with Clara, the author, over Zoom to learn more about her idea.



Initially, the creative process was very similar to how we would find inspiration for our artworks: we researched for inspiration from children's books, created a mood board for styles and colours, and drew a storyboard. At every step of the process, we had to ensure clear communication with the author, as it was essential to produce the product she had in mind. Afterwards, we developed the character design, selecting fonts and the colour palette.

We both work together very well as we often bounce ideas off each other and are on the same page. After establishing the style Clara wanted, we split the workload by each illustrating an equal amount of pages. During the three months of the illustration process, we checked in with one another to ensure the style remained consistent.

Working with a client was a new experience neither of us have ever had. It was pretty challenging initially, as we had to consolidate Clara's ideas into a concise plan. To help



bring Clara's vision to life, we both collaborated to make creative decisions which were intimidating. Moreover, we would never have expected the amount of time this project would take to complete. Going back and forth with edits and areas of improvement with Clara, her editor, and various other groups of people involved was very time-consuming. Overall, the experience of working with a client was new to us, but it demonstrated that projects of this nature take time.

The whole project from start to finish was around 4-5 months which was longer than we expected. Initially, we thought we'd complete the first draft a lot quicker, but due to our busy schedules in DP, it wasn't easy to balance.

Although it was quite time-consuming, we think our direction fits what Clara was looking for. It's lighthearted, colourful and easy to read and understand.

One of the biggest takeaways from this illustration project is learning about ASD along the way. Speaking to Clara about the book's message and translating it into illustrations allowed us to visualise and understand the day-to-day things ASD children experience.

We think illustrating for children's books is something that we'd both be open to trying again, as we now have a better understanding of the process. This was a great learning experience overall and has allowed us to experiment with another medium of art.



By Louna Larose and Charis Pao, Year 13

The story behind *Rosy*

Rosy by Charis Pao in Y13 is among the top 25 shortlisted works at "Colours of Humanity" Arts Prize 2022 for its insightful exploration of diversity and inclusion. We had the pleasure of interviewing Charis about her artwork and getting to know more about her passion for art.

Share with us your experience participating in the competition.

I first learned about the competition through social media and saw that ESF students have also participated in it. My process started in March, starting with brainstorming concepts and symbols that would represent the theme of social welfare and refugees in Hong Kong. It was a new perspective for me to create art from, and while it was challenging, it was gratifying to see the concept come together.

The most memorable part of the competition, however, was the exhibition. I was extremely grateful for being shortlisted and could attend the exhibit opening during the summer. It was a surreal experience to see my work in a gallery space and meet artists from diverse backgrounds and even students my age!

Tell us about your artwork *Rosy*.

I first familiarised myself with the context of the theme within Hong Kong. Reading about the very few refugees and asylum seekers and their day-to-day experiences gave me further insight into how my work would address the issue. I came across images of young children from asylum-seeking families and ended up with my concept.

Numerous refugee children in Hong Kong face a challenging and harsh reality. Hong Kong has one of the lowest acceptance rates of asylum seekers—only one per cent being recognised as refugees. For these children, their futures remain uncertain and not at all guaranteed. Children are discriminated against and only live off fifty dollars a day as they await asylum with their families indefinitely. The graceful red bauhinias sprawled over

the composition symbolise Hong Kong, its very emblem known for being fragrant and orchid-like. Its delicate form and warm colours evoke a sense of hope, peace, and childhood-like innocence amidst the melancholic imagery.

What do you like about visual arts? What art mediums do you like best?

Art has always been something I did from a very young age, and I've continued that throughout MYP and now DP. One thing about art that has stayed consistent throughout is that the possibilities are endless. Whilst the thought of that is daunting, it's equally exciting and gratifying to create anything from essentially nothing; I have the liberty to fill the blank canvas with anything I wish.

As for mediums, I tend to work with acrylic paints because it is just a versatile medium to use. Aside from acrylics, I also enjoy pencils, colour pencils and inks because of the sense of control I don't necessarily get when using paintbrushes.

Do you see yourself pursuing art professionally in the future?

Definitely, but more of an emphasis on design. I thought I would pursue something else for my university studies for a long time, but I've always returned to art or design-related programs. Art is one of the main things I've always stayed consistent with, so I think this would be a suitable career path for me.

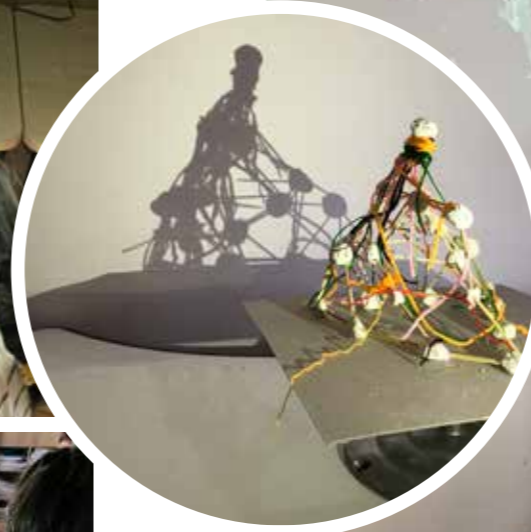
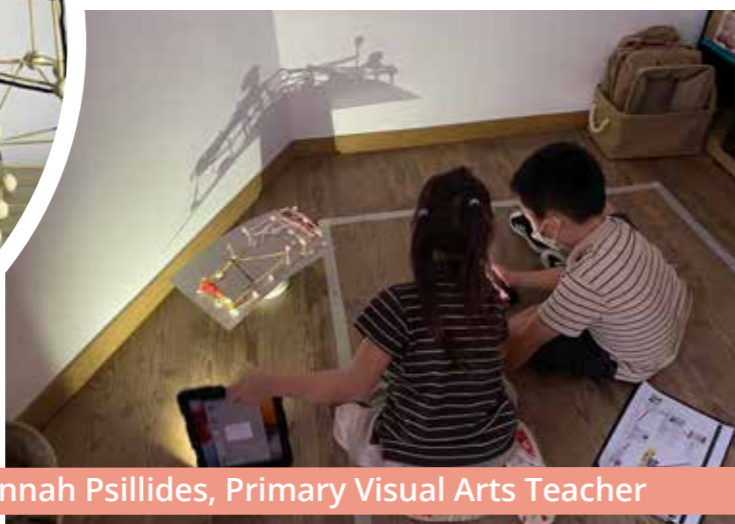


Contributor: Charis Pao, Year 13

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Collaborative art projects in the Primary Visual Arts classroom

"It has been very exciting that the dividers have finally come down and the students have had an opportunity to work more collaboratively. This has been a wonderful opportunity for the Year 2 students to begin understanding the art elements. They worked together exploring shape and form as an introduction to sculpture and then collaborated through play to create a collective sculpture. Finally, they were exploring how shape and form are connected with light and shadows."



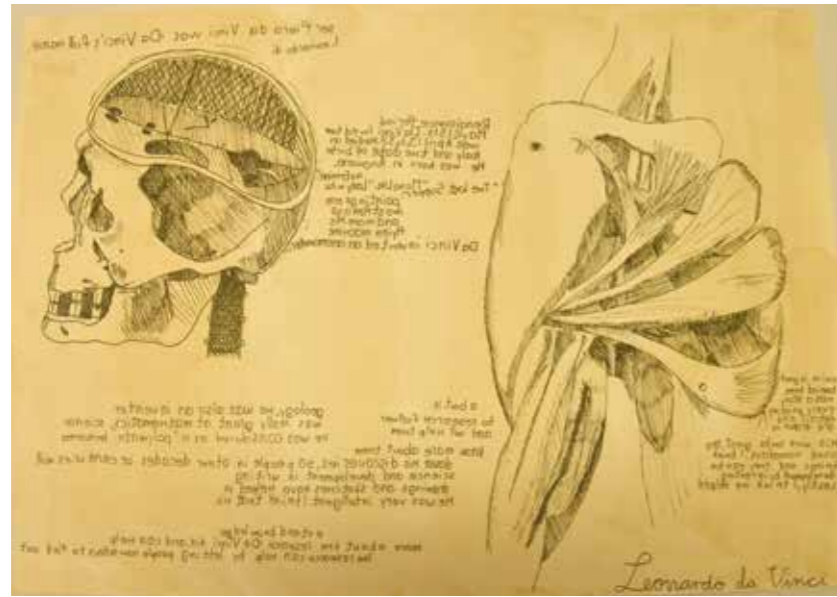
Year 2 explores shapes, forms and shadows



Year 6 digital art collaboration

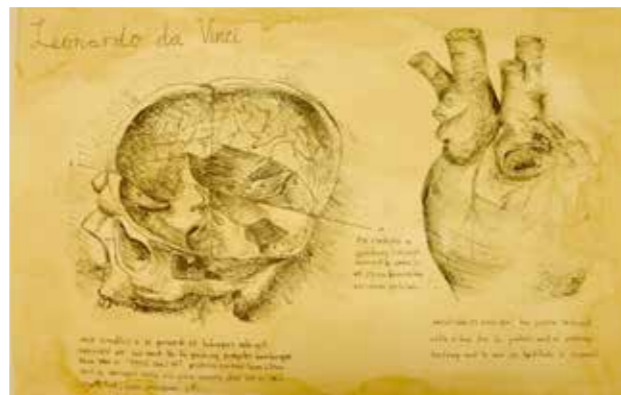


Secondary Visual Arts Gallery



Ashley Cheng

Skeletal System
Year 8



Chloe Leung

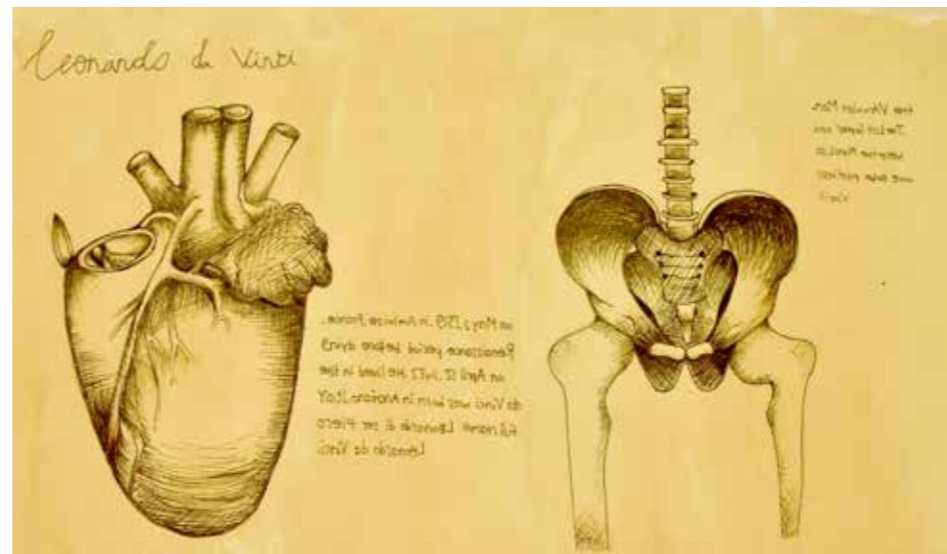
Urban Environment
Year 10



Abby Wong



Elizabeth Chen



Chole Utting



Peggie Tsui



Tasha Cheung

Abstract Me
Year 7



Tiara Sarkar



Gwen Lui

Portrait
Year 9



Gillie Mak



Sophia Christensen



Winston Chan



Annabelle Wong



Maiya Hayes



Tiger Chan

FEMINISM



O

In March 2022, Maki Flauta, Hitanshi Jain, Serena Ng, Rachel Vong (Year 13), and Heer Jhaveri (Year 12) hosted the Renaissance College Model United Nations (RENMUN) conference online. The event featured 20 schools and over 350 participants. Students represented country delegations and debated on thought-provoking global issues, from women's rights in Afghanistan and livestock health to the Sudan military coup and the 1980 Mozambican Civil War.

Feminism is rejecting femininity



I wanted to be a scientist at some point. Not just any scientist, but a female scientist. I wanted to make groundbreaking discoveries in a lab full of men, watching as their faces go from jeering and taunting to shock and awe. Of course, I wasn't actually interested in science. My impressionable younger self was fed the sparkly feminist narrative of "killing two birds with one stone". It was the appealing fantasy that I would fight for gender equality with my successful career in a male-dominated field of work.

At the same time, though, I felt that my passion for fashion was somehow invalid as a feminist. Even though I did enjoy designing and styling clothing, I thought I would somehow contribute to the patriarchy if I pursued this as a career. After all, it is a gender stereotype for women to be frivolous with clothing. But why can't women in traditionally feminine jobs be just as empowering as women in STEM?

The same avoidance and even distaste for traditionally feminine things also applies to behaviour and character traits. Being sensitive, nurturing, and emotional is seen as a weakness, a flaw, rather than just human traits. Many male students I interviewed mentioned how they feel insecure about expressing sadness because it is often equated to being "weak and fragile".

Year 13 student Megan Chan observed that, "people often think traditionally feminine behaviours and roles are bad because it's kowtowing to the patriarchy... the only reason it's "kowtowing" is because women were historically forced into those roles."

In particular, women in second-wave feminism felt oppressed by parts of the patriarchy that involved femininity. They saw traditionally feminine roles and behaviours, such as wearing makeup and being nurturing, as demeaning to women. They often felt empowered by rejecting femininity and adopting masculinity. While rejecting femininity may have encouraged more women to adopt masculine traits, it has further reinforced the patriarchal belief that masculine qualities are superior to feminine ones.

And that's not what feminism should be about.

"A major goal of feminism," Megan said, "is to take down gender binaries and gender stereotypes." It essentially means you can be whatever you want regardless of your sex and gender. However, the rejection of femininity has clearly persisted from the age of second-wave feminism and is still prominent in modern society.

This is why the current feminist movement needs to step up and push for more empowerment of femininity.

People should feel comfortable doing what they want regardless of their gender. Whether it be feminine or masculine characteristics, there should not be gender barriers to people expressing themselves or pursuing careers. The feminist movement can still push for the empowerment of masculinity. But it doesn't mean the same can't happen for femininity.

By empowering femininity, you give people a choice and let them feel okay about being feminine. During our interview, Megan also mentioned that, "It's an entirely different story if people choose to do those roles because there's nothing wrong with wanting to be a housewife or a mother or wearing makeup and that sort of stuff."

People should embrace feminine characteristics such as being forgiving or sympathetic without feeling like they are a spineless pushover; that was how femininity was presented in the 1960s. All humans naturally have these traits, not just women, and they are a fundamental part of human society. We can't live in a world where everyone is an egocentric alpha male constantly trying to outcompete each other; we need these feminine traits to ensure cooperation and collaboration in society.

The same goes for careers and roles in societies. Women should be able to choose to pursue STEM. At the same time, they should not feel pressured into pursuing STEM just because they can supposedly avoid kowtowing to the patriarchy. Women should be able to choose to be stay-at-home parents and housewives without people scorning them for being lazy or conforming to the patriarchy. Feeding screaming little demons or cleaning the house is an awfully backbreaking job, and it is wrong for jobs like these to be shunned by feminism.

Feminism has let traditionally feminine roles and behaviours be presented as a part of the patriarchy for too long. Femininity is not getting the credit it deserves, and it's about time we acknowledge its immense importance to society and empower people to embrace their femininity.

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<https://www.therchktruth.org/opinion-2/2022/11/7/feminism-is-rejecting-femininity>



No justice for male survivors—sexism and homophobia in Hong Kong's rape laws

Photo: The Hong Kong Court of Final Appeal—the highest court reserved for the worst of crimes (from Hong Kong Court of Final Appeal)

Hong Kong's rape laws are oddly gender-specific and pertain to an out-dated, homophobic, and patriarchal system that has no place in the 21st century.

Of all the crimes indictable by the Hong Kong legal system, rape is one of the worst. It promises severe punishments for perpetrators, with a maximum sentence of life imprisonment. This law has been crucial in ensuring justice for survivors of rape. Yet, it contains a serious flaw that creates one of the greatest legal loopholes in the system. This flaw not only makes it so that some rapists get lighter sentences, but actively upholds dated gender stereotypes and sexist perceptions about female and male sexuality.

Under the current legal definition of rape, females can never be the rapist, and a man or woman cannot be charged with rape of the same sex. Section 118 of the Crime Ordinance, Cap 200 defines rape as the “non-consensual penile penetration of a woman’s vagina”. The wording of this law denies the existence of female perpetrators and implies that women lack the capacity to rape a man. It fails to consider possible scenarios that could occur, such as a woman inebriating a man and then raping him once he is unconscious.

Since a woman cannot be convicted of raping a man or a woman, they would instead be charged with the following offences: assault by penetration, sexual assault, or causing sexual activity without consent. And herein lies the main issue. There are different sentences for charges of rape versus other sexual offences. For example, sexual assault is three to eight years, whereas rape has life imprisonment. Because women cannot be charged with rape, they receive unequal punishment compared to their male counterparts. Any rapist, regardless of their sex or sexual orientation, should receive equal sentencing guidelines for their crimes. Women should not be given a lighter sentence just because of their sex—it is not only unjust, but unfair to the people whom they’ve violated.

Sexual offence laws should not be drafted based on gender, sex, or sexuality. Anyone can be a victim of sexual violence. Making statutory distinctions on the sex of perpetrators and victims is an uninclusive practice. Instead, we should focus on reforming laws to include all groups so that everyone is equally protected in court, regardless of their gender orientation or sexuality.

The truth is, the word “rape” holds a heavy meaning in our society. The phrase “sexual assault” is horrific, but rape brings to mind violence, violation, and, of course, rapists – one of the worst kinds of criminals. By denying male victims the right to call their offence “rape” in the eyes of

the law, the system is actively encouraging the erasure of male victims’ voices and perpetuating gender stereotypes. What rape implies to most is someone physically controlling and taking advantage of a ‘weaker’ person—thus the connection to traditional gender roles. If men are the stronger sex and women the “gentler”, it stands to reason that only a man can rape, and only a woman can be raped. Psychotherapist Elizabeth Donovan says that society believes men cannot be raped at all because typically, women are subject to sexual violence at the hands of men. The combination of a prejudiced legal system and a dismissive, unbelieving society results in the lack of justice and closure for male victims, who feel they are not seen or not “deserving” of being a victim.

Besides being principally unfair, Hong Kong’s current rape laws uphold centuries of out-dated gender stereotypes and roles. By implying that men can’t be raped, they enforce damaging beliefs. For example, that men aren’t vulnerable and are unaffected by crisis or trauma. These gender roles place men under heavy pressure to fulfill traditionalist criteria of masculinity, to the extent that it actively harms them. The majority of sexual assault and rape cases against men go unreported—male victims don’t seek help out of the fear that their rape makes them ‘unmasculine’ and ‘not strong’.

Some have argued against the implementation of gender-neutral laws, especially regarding topics such as rape or domestic violence. Instead of providing justice for male and LGBTQIA+ victims, they believe that men would instead abuse this law to harm female victims. It is also essential to take into account the context in which these laws would be used. Women are the ones who suffer most from sexual violence, so it could be argued that they require unique legal protections, and thus gender-specific laws are necessary. This has already been taken into account in some countries, so sexual offence legislation for different countries changes based on their societal context.

In India, due to high rates of sexual violence towards women, the government introduced the Protection of Women against Domestic Violence Act (2005) and The Sexual Harassment of Women at Workplace (2013). There is certainly a case to be made here for the necessity of gender-specific laws. Isha Prakash wrote for Feminism

In India that such Acts “ensures a safer environment for women with protective measures and safeguards in place.” Whereas, if sexual offence laws were not gender-specific, perpetrators could file counter-cases to prolong cases and “mislead” the law. Prakash added that “this... complicates the journey to justice for the woman who has already been violated”. In the words of Thomas Jefferson: “Nothing is so unequal as the equal treatment of unequal people.”

It must be acknowledged that male rape survivors are indeed a minority and that most sexual violence is targeted towards women. But male victims being a minority does not mean that they do not matter. They exist and thus should be granted the same considerations as women in sexual offence cases. Globally, the number of rape cases are also vastly under-reported, even more so for male victims; hence it is assumed that the actual number is likely much higher. According to psychologist Sarah Crome, less than one in ten instances of male-on-male rape are reported, and a 2010-2012 CDC report found that one in seventeen men were raped at some point in their lives.

Feelings of shame and embarrassment stop many survivors from reporting their cases, who may also wish to avoid the stigma and scrutiny that would follow. In male victims, these feelings are exacerbated by the fear that being raped—especially by a man—makes them “unmasculine” because it happens mainly to women. Okar Wan Chi-ho from the Anti480 Anti-Sexual Violence Resource Centre reported that they received many enquiries and requests for help from men over the years. However, the Hong Kong government never took the claims seriously because it did not believe that sexual violence was an act that could be committed against men. He also says that there are “few sources of support available” for male survivors.

When we talk of feminism and gender equality, it is crucial to recognise that patriarchy is a double-edged sword. Its stereotypes and gender roles harm both women and men. Therefore, we must not only strive for equal rights for women but also keep in mind that no one—not even men—truly benefits under a patriarchal system. As for whether Hong Kong will change its laws? Hong Kong’s Law Reform Commission has already spent years advocating for amendments to current rape laws with no success. For the time being, these rape laws remain.

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ALUMNI

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The time when a group of 138 Year 13 students and Alumni-to-be will join a global network of RCHK Alumni and begin their new chapter outside of the walls of Ma On Shan campus is coming rapidly fast. We send all our future graduates positive vibes and wish them best of luck with their exams and beyond!



RCHK Alumni Reunion 2022

What a memorable time filled with story sharing, laughter over the old copies of the yearbook and fun at the photo booth and basketball court. We hope to see even more of our alums at the next year's reunion!



ESF Connect



Alumni Facebook Group



Alumni LinkedIn Group



Alumni LinkedIn Page

Join our social networks to be part of a wider alumni community where you can reconnect with your classmates and expand your professional network.



Hello to the Renaissance College family! This is Kelvin from the class of 2019, writing to provide some recent life updates.

I am currently in my fourth and final year of my Bachelor's degree majoring in Global Health and Development and minoring in Counseling at the University of Hong Kong (HKU)! It has been an exciting journey to spend the past four years immersing myself in studying the art, science, and medicine of public health research, infectious diseases, mental health, and human rights advocacy. I have truly been exposed to a wide variety of disciplines, learned some useful hard and soft skills, and met passionate and some of the smartest people along the way.

Perhaps the highlight of my university life would be having the chance to intern at the International Federation of Red Cross and Red Crescent Societies (IFRC) at their Geneva Headquarters, in Switzerland. As part of my university program's placement semester, I had the chance to travel to this beautiful country to spend 6 months supporting the programmatic and administrative work of the Health and Care department of the IFRC. I am primarily providing support in global guideline development in areas of First Aid Training, Non-Communicable Disease Prevention and Control, Healthy Ageing, and Mental Health and Psychosocial Support. Working at an international organization has been truly one of the most eye-opening and humbling experiences, especially through learning from my colleagues, many of whom started off as front-line Red Cross and Red Crescent volunteers and are now the world's leaders in global health, along with sitting in at high-level meetings and observing the diplomatic processes that happen at the international level. Observing these interactions has taught me much about diplomacy, collaboration, and compassionate communication, which are skills that require continuous and lifelong practice to hone and are essential in any profession.

I never would have thought that I would end up being able to attend these meetings back in high school. It is incredibly motivating to see how far I have come from leading RCHK's First Aid Team to being able to collaborate with doctors, researchers, and politicians who dedicate their life and career to developing international guidelines for First Aid training to protect and save lives in 192-National Societies worldwide.

I am truly thankful for the numerous opportunities and scholarships that my dear alma mater RCHK has given me through supporting our initiatives in our Creative, Active, and Service projects, which arguably, have immensely helped me orient myself and fostered my interest in a career in medicine and global health. Not to mention, the teachers, staff, and friends who all made a positive impact on my life gave me the courage and confidence to study Global Health and Development, a program entailing a highly uncertain future yet a much-needed interdisciplinary field of study for the generations to come. Thank you to all who made this possible for me.

Kelvin Cheung '19



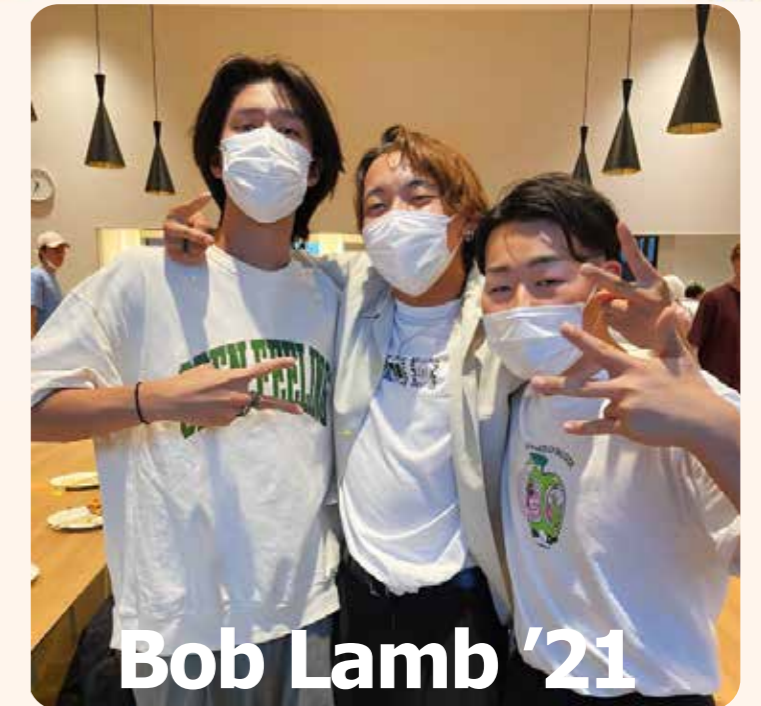
I look forward to returning to RCHK in the near future to share about my experiences, insights, and also hear about some of the exciting career ideas that the students have!

For those who are studying, about to graduate, or are deep in their career journeys and doing meaningful work in serving our community, I urge you all to look back on how far you've come every once in a while, and take pride! Remind yourself (and each other) how amazing you all are. It's not bragging if you're sharing good news with joy, and when you're also proudly celebrating the work of others at the same time!

Spread good news, happiness, and love, always.



By Kelvin Cheung, Class of 2019



Bob Lamb '21

初めまして! Greetings from Nagoya, Japan! I am Bob Lamb from the Class of 2021. I started studying at Nagoya University of Commerce and Business in 2022.

So far, Nagoya has been very enjoyable, and I have been living a very tranquil life—I consider this place to be my second home already. The community in Sanbongi (the neighbourhood near the school, also where the dorms are) is very kind, especially to international students like me. I have made many friends in school and outside. Some Japanese classmates also work at the convenience stores near the dorms and we would make small talk whenever I go down to get some snacks. I spend my time taking long walks in the beautiful nature and appreciating the architecture in Nagoya. Hopefully, in the following springs to come, I will be able to see the sakura flowers bloom. I've also acquired a love for Karaoke and bowling, two of the city's most commonly found leisure activities, apart from shopping.



By Bob Lamb, Class of 2021



Finding pleasure in being alone or being in a foreign country was not always so easy. My second and third months living in Nagoya felt low and uninteresting, mostly because of the homesickness I felt and how much I missed the people back home, but it was also because I had never been alone, so it was a new experience. I started chatting with some old friends over the phone and friends here—slowly, I realised that most of us were living the same, “uninteresting” life. We all agreed that we needed to let time pass because we’ve always been in pursuit of happiness, always rushing to get to the next happy moment. Moving to Japan has dialled down life’s stressors, and I’ve never been used to hearing the sound of silence until now.

It’s important to let life pass by and immerse yourself in the little things you previously didn’t notice. If you are a student that decides to move to another country for studies, this could be a great opportunity to do so; and for those who stay in Hong Kong, take a trip down to Sai Kung, leave the house to take a breather, or go anywhere that makes you feel safe and comfortable—sometimes it takes more than just happiness to be wholesome.



Tor Keat '21

Hello Renaissance College, my name is Tor Keat and I graduated from RCHK back in 2021. I am a second-year student at King’s College London reading chemistry.

Moving to London for university was the most life-changing thing I’ve faced so far. The main thing I was worried about when I moved here was socializing. Having a communication barrier made socializing with people from different backgrounds in a new place seem daunting. After 1 year, it seems that the friend groups you get in university will naturally fall in place and don’t need to be forced.

For my first year, I won the “Victor gold prize award for physical chemistry” twice, for excellence in my chemistry grades, possibly from almost acing my math module :). King’s has undoubtedly made my academic journey so far extremely comfortable. Compared to other universities in London, our cohort for chemistry is rather small. A smaller cohort does end up creating a very close relationship between undergraduates and lecturers (even some PhDs). We often see the two different personalities of each lecturer. One moment they would tell us everything we did wrong, making us feel unworthy to remain in the course, and the next second we would be sitting in armchairs in the chemistry department, talking about the most random things we see people do in labs. I feel like this student-teacher connection is what makes studying chemistry at King’s comfortable and enjoyable, so people are engaged with the lecturer and material. As I am writing this, my lecturer has just offered me cake.

Another thing I’m really enjoying when studying chemistry at King’s is how other disciplines like biomedicine are

integrated into the course. The chemistry course did begin as a purely “chemistry with biomedicine” course when the department first came into place. However, they’re very accommodating to people like myself, who may not be as drawn to biology. They provide modules that integrate with other subjects like computer science and physics. This is extremely beneficial because the UK university system is “accelerated” compared to the Hong Kong or the US system, only requiring 3 years instead of 4 for a bachelor’s degree. In the long run, we are equipped with various skill sets which may be specific to computer science or biomedicine student. This makes switching career paths to other disciplines easier in case we are still unsure about a career in chemistry.

Other than trying to balance 4 deadlines over a week in the second year, I also take part in a wide range of social activities. To destress, one of the most common things I would do is to go out with my close group of friends which came about from our irresistible passion to study chemistry. We usually try to take a break every 2 weeks and try things like escape rooms, VR, and have regular outings. I have also tried being more active throughout the entire university. As of now, I am the Co-vice president of the chemistry society! Although this comes with some responsibilities, I do get to attend inter-university/society events.

One thing I would suggest for future graduating classes is to always remember to take some time off. Although you have to work through tons of deadlines, this is also the most freedom you’ll ever get, I tend to forget this sometimes as well.

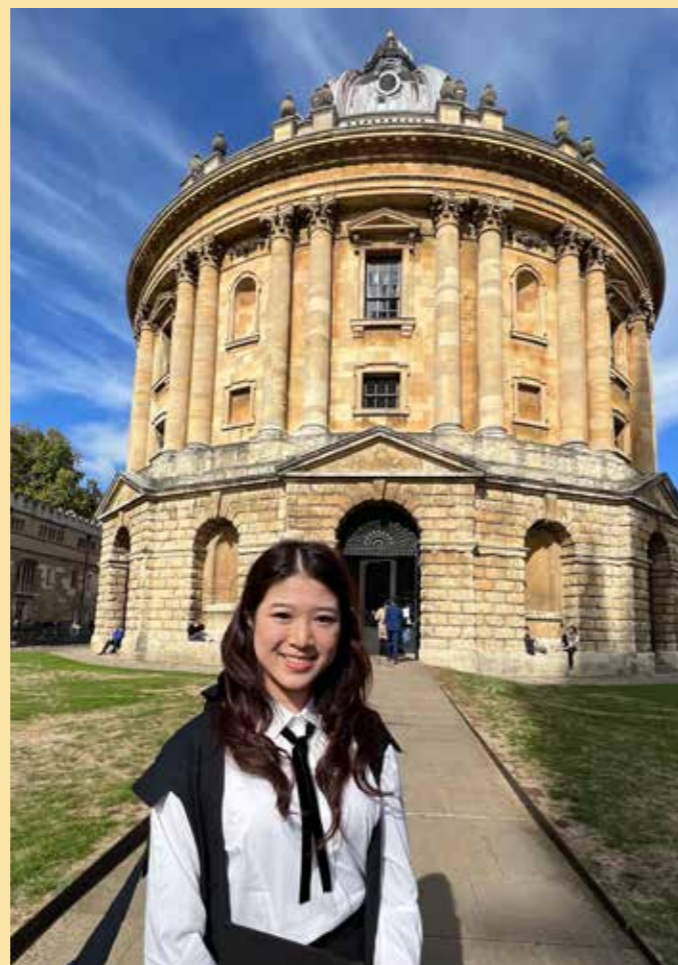


Hilary Yu '22

Hey everyone! I'm Hilary Yu, and I'm an alumna of the Class of 2022. I'm currently pursuing an undergraduate degree in Music at the University of Oxford. I'm so grateful to be able to share my experience of university life with you all!

Ever since I graduated, besides the sense of relief after the IBDP exams, I also felt this sense of accomplishment. I've studied at this school for 13 years, and all the blood, sweat, and tears I've put into my work have finally paid off. The IBDP has taught me many things, shaping me both academically and personally. Having just graduated, I had firsthand experience and knew what it was like to go through the course, so I frequently visited the school to offer assistance in classes such as Music and Psychology. I've always felt this unbreakable connection back to RCHK, and I enjoy catching up with students and teachers, as well as visiting the Music department whenever I can.

I'm at the end of my first term in my first year at the time of writing, and Oxford has been quite a whirlwind of a journey! Moving to a new country in itself was a very overwhelming experience, as I was starting a new life in a different environment with different people and cultures. There were many things I had to do for the first time, and not having that familiarity with your old lifestyle can be scary to some. However, everyone I've met has made me feel at home, and there was absolutely nothing to worry about. I've made many friends in my college, and trust me when I say that everyone feels the exact same way you do! Everyone else is also in the same position as you, so treat your university journey as a fresh start and use that opportunity to work on yourself.



Oxford has given me many opportunities to explore my different interests in music. Just within the first term, I've already learnt so much about critical listening, global hip hop, and nationalisms, and even attended a music conducting workshop! However, my workload has been quite heavy lately. My usual week includes two essays, one counterpoint worksheet, two tutorials, and at least one lecture a day. These essays are very philosophical, similar to ToK essays in the IBDP. My tutorials are with my tutors, and we read our essays out and discuss any ideas that come to mind. I feel like the Oxford tutorial system fully exercises my brain and encourages all its students to engage with each other and learn effectively.

To all the aspiring Oxford applicants in RCHK, give it your best shot! During my application process, I kept telling myself: "If I get in, that's wonderful! If I don't, at least it's a great learning opportunity". My biggest advice for you is to have that learning mindset. Your interviewers will be working with you for the next three years, and they want to find students that are genuinely passionate about their course. As long as you plan and write your Personal Statement well and practice for your entrance exams and mock interviews, it will be a great experience for you, no matter the outcome.

For those of you who are interested in studying Music, there are so many wonderful aspects to music that you will

get the opportunity to explore, whether you're in university or working after high school. Music is an incredibly diverse and vast field to study. As someone who wants to go into music education, there is a course on music psychology that I'm looking forward to for next term, so I guarantee you that there will always be something to keep you busy!

Feel free to reach out to me via my alumni email: 20yuh1@alumni.rchk.edu.hk, or find me on Instagram: @hilaary.yu. Good luck with your studies! :)



Life after IB45: an interview with RCHK alumna Justine Leung



Justine Leung is an RCHK alumna currently studying Law at HKU. She spoke with *The RCHK Truth* about life before and after graduating with a perfect IB score of 45.

1. Could you give us some basic information about yourself?

I graduated from RCHK in May 2021. I took English, Music and History HL. I was a music scholar from Year 11 until graduation, and I did a lot of things in school, most notably secondary strings (the secondary string ensemble). I was also a Qing house captain for a year, and I also was the co-president of the student council with my friend Taylor. I had the opportunity to participate in the 24-hour race, which was really fun to do as I got to organise a lot of different service activities with people from other schools as well.



Justine giving a speech at VoiceUp, 2017

2. What did it mean to you to get a 45 for your IB?

I'm currently doing a Bachelor of Laws degree, but I still don't know what areas of law I want to practice in, or what I want to do after I get my law degree, so you might have to come back to me in a few years with that question.

3. As an RC alumna, what was your most memorable experience here?

This sounds so cliché, but it would be all the music stuff that I had the chance to do as a music scholar because that's really something that I probably will never be able to do again in my life. I don't really get the chance to touch music stuff anymore since I'm literally a law student.

On a slight tangent, if you have any type of hobbies or extracurricular activities you like, you should not take them for granted, and you should definitely make the most out of all of them. Take a lot of pictures, take risks, do stupid things. In the long term, it's going to be the silly memories you make that are gonna outweigh those school projects that go wrong. The failures aren't really going to matter as much in the grand scheme of all the memories that you make during your limited time at RC.

4. Do you have any particular tips for IB students who want to achieve a higher grade?

Generally, I think it's very important to choose subjects that are more appropriate for your level. For example, if you know you're not gonna be doing medicine or engineering, then you can minimise the number of heavy science subjects that you take. Everyone has different ideas on what a harder or easier course is depending on their weaknesses and strengths.

I think if you spend more time on your easier courses instead of just the harder ones to show off, you won't spread yourself too thin. If you spend too much time on your harder courses, you'll have a lot less time on your easier subjects, and that may impact your overall final grade. Revision is really a zero-sum game. It's not about putting in the least possible effort,

but it's more about putting in effort in the most strategic way possible to maximise the utility of that effort. So I would say to limit your harder subjects to those that would actually come in handy to your career choice.

Another thing is to ask older students about your subject choices. I think most older students are really keen to share advice on topics like these. For example, if you want to take Physics HL, I'm sure there would be a lot of older students who would be willing to talk about whether that subject is suitable for you.

Also, if you take certain subjects, such as Music HL, I would highly recommend you put in more work in the summer before IB even though it's not mandatory. On a personal anecdote, I did my ATCL exam in September, which was a short time after our first IB music recital, and since I had to prepare for ATCL in the summer anyways, I got all of my performing done in the first month of IB, which is already 25% of the course load of music done. So ask your teachers if there's anything you can do over the summer before IB so you can put your focus on other things during the school year.

During exams: bring a jacket, collect all your stationery, and if you have long hair, tie it up. Also, make sure you don't forget to have a good breakfast. In one of my exams, I was really hungry because I didn't have a full breakfast, so my stomach kept making these really loud noises throughout the exam hall. The experience of that was even worse than the paper itself, because it was one of the papers that I was really prepared for. So the hardest part of that exam wasn't actually the test itself, instead, it was trying to focus because my stomach kept making weird noises. So eat your breakfast, kiddos!

This text is excerpted from the full interview.

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