



## Multi-Purpose Pitch

Empowering students through sports

In the Spotlight

The Tech Team

# RCHK WORLD

TO SEEK TO STRIVE TO SERVE

**PYP Exhibition 2015**

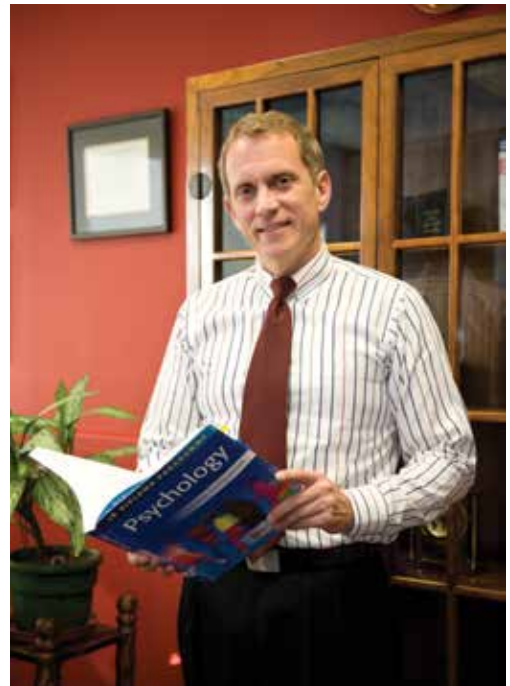


Dear RCHK Family,

Welcome to the Summer 2015 edition of RCHK World!

Some of the stories for you to enjoy...

The grand opening of the multipurpose pitch in December was a major milestone in the history of the College. The approval by the Sha Tin District Office and the Lands Department for a short-term lease of the property presented us an opportunity to partner with the Hong Kong Rugby Football Union (HKRFU) to develop the vacant lot and transform it to a top quality pitch that is now being used by thousands of young people in the community as well as all the students at RCHK. We look forward to a long-standing partnership with the Sha Tin District & Land Offices as well as the HKRFU to provide this space for community recreation and athletic development.



The Performing Arts Tech Team has a demanding schedule including daily secondary assemblies, regularly scheduled primary assemblies and an array of evening showcases, parent meetings, exhibitions and presentations. Jörgen Mortensen, Film Technology Coach, has trained all the members of the Tech Team and attends nearly every school function with them. The control booth in the PAC is manned by Tech Team members and is led under the patient direction of Newman Ng and Jacques Chung who also spend a considerable amount of time at the College on many evenings and weekends.

The opportunity to live and study in mainland China is what led Vrithik Mehta and Oscar Royds to spend one school year in Hangzhou with classmates from the Chinese International School (CIS) of Hong Kong. These two MYP students were the first trailblazers from RCHK to take advantage of our new partnership with CIS and join other Year 10s for an immersion program in Hangzhou. We have another two students scheduled to attend next year so we hope that this exchange will remain an option for motivated Year 10 students.

Please take time to enjoy the stories and photographs included in this summer edition of RCHK World.

A handwritten signature in black ink that reads 'Harry T. Brown'.

Dr. Harry Brown  
Principal



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**Nathan Hui**

Year 6



At the 67th Hong Kong Schools Music Festival, Nathan was awarded first prize in the Violin Concerto competition (age 13 or under). Nathan played the first movement of the Violin Concerto in A minor by J.S. Bach. The adjudicator described Nathan's performance as tasteful, technically secure and stylistically appropriate. Congratulations Nathan!

**Hazel Yeung**

Year 11



Congratulations to Hazel for winning second place at the Hong Kong Schools Music Festival violin concerto in U19 category. Hazel wowed the adjudicator with her stellar performance where she played Mendelssohn Violin Concerto in E minor, Op. 64- 3rd movement.

**Angus Yip**

Year 5



In April 2015, Angus performed at the Oxfam Musical Marathon, a charity music event that supports poverty alleviation, community development and emergency relief projects in many countries. This is the fourth-year Angus has supported this charity event. Apart from such a great work, Angus also attained the following notable achievements:

- Distinction Award in Tom Lee Music Academy Piano Competition 2015 (Junior Special Advanced Class)
- Merit Award in Tom Lee Music Academy Piano Competition 2015 (Grade 5 Class)
- Merit Award in the 67th Hong Kong Schools Music Festival (Grade 5 Piano Solo)
- Passed the Yamaha Grade Examination (Electone Grade 9)

**Alex & Ryan Lee**

Year 10 & Year 6



Lee brothers, Alex and Ryan recently represented the Chelsea Soccer School (HK) at the 2015 Nike Cup, a renowned football tournament in Hong Kong. After a series of tough matches, Alex's team was third runner-up in U16 group while Ryan's team was the first runner-ups in U12 group. Congratulations to the dynamic duo!

## Kaitlyn Leung

Year 6



Three cheers to Kaitlyn who has won the annual Kids4Kids Writing for a Cause Competition for three years in a row. Her recent story, *The Secret of the Mermaids*, was selected as the Overall Winner. She was also awarded the Most Promising Writer for *Connie the Courageous* and the Overall Winner for *The Sparkling Swans* in the previous 2 years. She has won several other competitions and publications since she started having a keen interest in reading and writing at the age of 6. A great achievement, Kaitlyn!

## Audrey Lau

Year 6



Audrey has had a passion for writing and reading since she was little. She started reading independently when she was four and started writing simple stories at the age of five.

After having written several chapters for her writing assignments in home learning, Audrey was encouraged to write a book and she did! In February 2015, her book *Down the Rabbit Hole* was complete. It was edited and sent to a publisher. At the RCHK Book fair in March, Audrey had her own stall and sold copies of her book. It is a special occasion to be able to sell and sign copies of your own book. What an accomplishment at the age of ten!

Audrey won the title of 'Most Promising Author' in the Kids4Kids annual writing competition for students in Hong Kong.

When she grows older, she wants to be a writer. She already is one and we are sure we'll be hearing more from Audrey in the future.

## Hear to Serve

By Jamie Chan, Year 10

In March, Hear to Serve held a studio time session where we introduced Year Two and Three students to sign language.

When we asked them to tell us what they already know about the deaf community, they were very eager to share. Afterwards, we taught them some basic sign language, mainly vocabulary about Easter since it was coming up. Then we played several games that focused on using actions rather than words. Charades was

their favourite activity as everyone was fighting for a chance to be the "actor". We rewarded them with house points if they guessed correctly, which made them even more competitive. At the end of the session, they reflected on what they had learned, which included vocabulary and information about the deaf community in Hong Kong.

I was extremely impressed with the students' sensitivity. Not only did they show empathy towards deaf people, but they were also eager to learn how they themselves could support them.

They were also very enthusiastic about learning sign language as they kept asking how to sign different words and phrases.

This experience was very rewarding. Their enthusiasm to learn and inquire was encouraging to see, and they showed a lot of interest in the deaf community of Hong Kong.

Through this session, I hope that the students have gained empathy towards the deaf and will be able to apply this in the future.

## Elders English Club

By David Leung, Year 11

Elders English Club aims to improve the life of elders in the Hong Kong community by teaching them simple English for daily use. Our lessons are located in the Chung On Elderly Centre on Saturdays once every two weeks, each lesson lasts for an hour. The Elders English Club was organized and passed down by several fellow Year 13 students from Renaissance College hoping to help the elders who were not well educated.

The Elders English Club team teaches a variety of simple English words ranging from numbers to foods in the Chinese society, allowing them to use and recognize the words that are commonly seen. Through games they are able to participate in the lesson and express themselves in

a safe and fun atmosphere. Often when a dozen of new words are taught, we usually spend a whole lesson teaching only five to six of them as the elders find it hard to pronounce them correctly. Firstly we introduce the word and explain what it means, then we break the word down into syllables so they can practice slowly. Lastly they will be asked to translate the word without looking at their notes, this helps train their memory and allows them to think harder about what they have learnt. Every now and then the elders do feel frustrated when they are struggling to pronounce or recognize a particular word but as they practice more, their confidence gradually builds up. They are not afraid to ask and approach the teachers when struggling with anything so this creates a healthy learning environment for the class as a whole.

As the elders can be quite forgetful at times, a great deal of patience is required when teaching them, especially when they are unfamiliar with some new vocabulary or some words that are hard to pronounce. Their enthusiasm to learn drives us to keep improving and it makes the lesson much more enjoyable for both the teachers and the students. Although teaching vocabulary repeatedly may seem too repetitive, the elders do improve slowly overtime and we as teachers are certainly proud of their improvements. The activity inspires us teachers to never stop learning as knowledge has no boundaries and it also reminds us that by teaching them simple vocabulary, it brightens up their world.





## Bauhinia Trainer

In the spring of 2014, Jason Prohaska (PYP Technology Integration Coach at RCHK), began accepting applications from students in Year Five for a six week technology training program. The aim of the training was to upscale a group of students in the use of technology at school. If they graduated from the program, the students would then officially become a Bauhinia Trainer. These students

would then regularly train the students, teachers, parents and Jei Jeis (domestic helpers) of the RCHK community.

In addition to both attending and providing training workshops, these students are also volunteering each week working behind the desk in the Red Door Centre. There, they assist with things ranging from simple computer issues to critical programs rollouts such as the preparation of

the iPads for the 1:1 program in Years One, Two and Three this year. More recently, the Bauhinia Trainers have provided training for high school teachers at King George V as well as taken part in a discussion forum with other schools around Asia about technology in education. Their commitment to the first year of this program has been instrumental to its success.





## International Battle of the Books

By **Christin Topper**, LET Teacher

RCHK formed its first International Battle of the Books (iBoB) team for the lower primary level this year. iBoB was an initiative started by the French International School to promote international mindedness and to cross geographical barriers to connect readers from around the world. A group of primary students across Year One to Three who joined the RCHK iBoB team have been exploring books with high quality literary and aesthetic standards. So far, the iBoB-ers have done several friendly battles. Being the only team in the Northern hemisphere, the team is looking far and wide to find a worthy opponent to do a book battle.

During Book Week 2015, the LIRC hosted a special iBoB battle during lunchtime. The event was well attended by parents, teachers, and students.

The iBoB team meets weekly during lunchtime to share their passion in reading with each other. We look forward to more students joining the team next year.

Meet the 2014/15 iBoB Team RCHK:

**Year One** - Caleb Wong, Rico Leung, Kal-el Chow

**Year Two** - Kendo Longid, Bardo Tsa, Milo O'Neill, Ally Ng, Hayden Ho, Curtis Pang

**Year Three** - Dominic Wong, Chloe Wong, Vanessa Wong, Elin Jones, Bridget Lam, Ching Hei Lam, Audrey Yeung, Anfield Wong.





## Hangzhou Student Exchange

By Matthew Burdett, Humanities Teacher

In the first week of the Easter holiday, 18 secondary students from RCHK - along with Ms. Zhang and Mr. Burdett - visited Greentown Yuhua Qinqin School in the city of Hangzhou, near to Shanghai. The students received hospitality from their exchange partners, and in doing so furthered

their cultural understanding and language proficiency. We were lucky enough to be entertained with a range of activities including a trip to the tomb of Yue Fei, the famous Chinese warrior, and souvenir shopping along the popular Hefang Street. The visit to the vast and peaceful West Lake in the centre of the city was a highlight for the staff, while the students seemed to enjoy strawberry picking somewhat more - possibly because they were able to eat as many as they liked for free

while they picked the fruits! It was our pleasure to extend a return invitation to the students and staff from Hangzhou Greentown Yuhua Qinqin School including Ms. Chen and Mr. Li. We would like to thank all the RCHK families who provided accommodation for the students during their visit. We are delighted that our 2015 school exchange visits with our partner school in Hangzhou have gone so well and hope that many more students can participate in the years to come.



**Book Week**

Book Week is an annual event where the RCHK community celebrates their love of reading and shares the joy of stories. This weeklong event is all about the creativity of great writers and their stories as we encourage reading for pleasure and learning. The theme for this year was *'Reading opens windows'*. This year's Book Week took place from March 16 to 20. It was a week filled with many exciting and interesting activities. Students and staff dressed up as their favorite book character, immersing themselves in the spirit of the week and paraded their literary themed costumes on the catwalk.

Highlights of the week included:

• **Classroom Window Decoration Competition**

Classes were encouraged to decorate their hub/classroom windows related to the theme.

• **Book Fair**

Dymocks and Sunya were on campus to provide an exciting array of Chinese and English fiction and non-fiction materials for students to purchase at the fair.

• **Meet RCHK Author**

Audrey Lau in 5IS published her first book. Together with other outstanding student authors, they sold their books in the book fair and the profit was donated to the school charity fund SP@RC.

• **Author Visits**

Nick Toczek an author, journalist, storyteller and poetic performer conducted a creative writing workshop with a select group of students and he also performed over two days.

• **Parade**

Primary students and teachers dressed up in their favorite book character costumes and paraded on the catwalk.



## Rugby Festival

By Steve Faire, PYP Teacher

14 RCHK students from the U14s and U12s Black Kites rugby team were involved in the Kowloon Rugby Festival at the Kings Park.

The students were tasked with the responsibility of being pitch assistants for the duration of the tournament, and were very busy from 8:30am through to the grand final at 6:00pm. The tournament included national teams from Laos, Zimbabwe and Rwanda.

The students were highly praised by the tournament directors, referees and players for their organization and enthusiasm. So much so they have already been invited back for next year's festival.



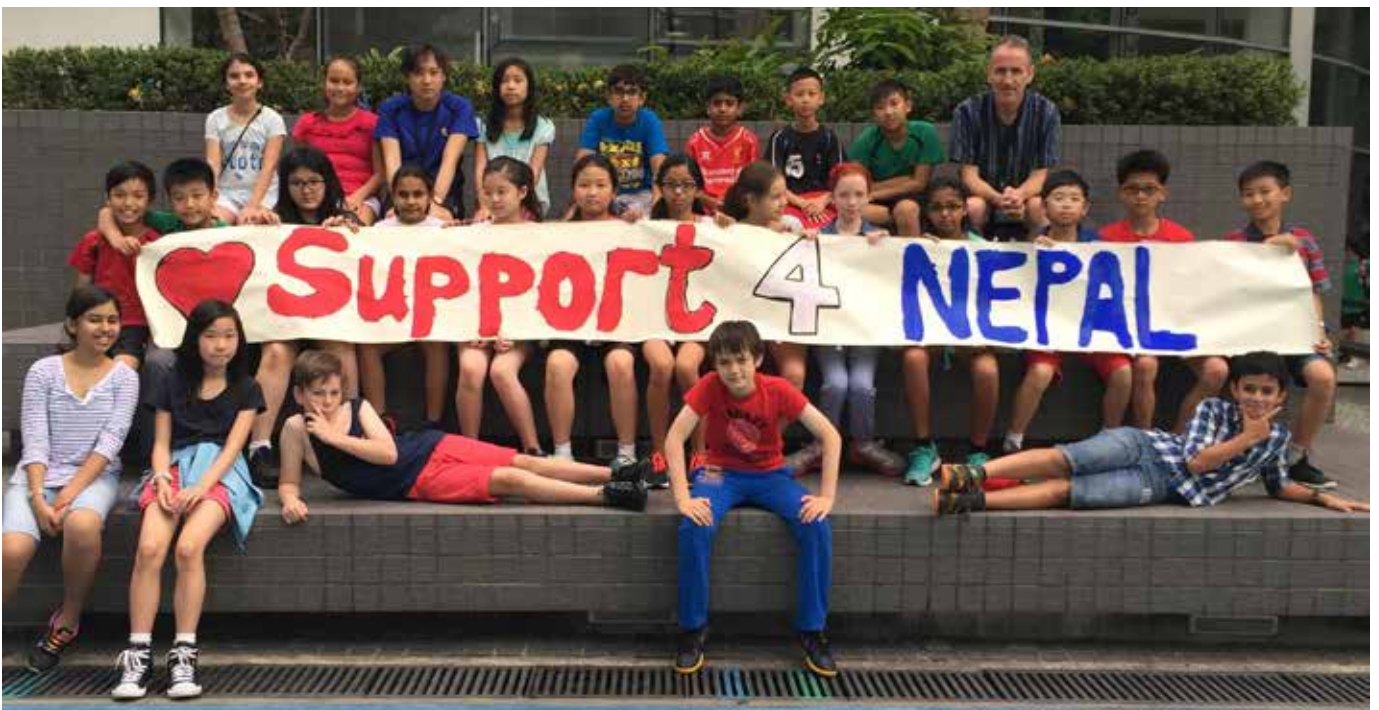
## Support for Nepal

In April, Nepal was devastated by a strong 7.8 magnitude earthquake, which left the whole country shaken and traumatized. The magnitude of the destruction made international headlines. As a school community we were compelled to support the disaster relief efforts.

On April 30, everyone in the RCHK community was encouraged to wear the colors of the Nepalese flag (red, blue, and white) with a donation of HKD10.

The support and generosity we received for the Nepal relief effort was overwhelming. We raised a total of \$53,304, many thanks to the support of students, staff, and parents. The funds were

sent directly to Nepal to help with both emergency disaster relief and long-term development projects through the Himalayan Development Foundation Australia. Thank you RCHK community for your generosity! Dhanyabad!



**CIS Hangzhou**

By Vrithik Mehta

The CIS Hangzhou experience is one of the best experiences of my life. In my opinion there are two parts that make this experience valuable, being in China and living in a boarding environment. Throughout my year in Hangzhou I experienced various parts of the Chinese culture and immersing myself into the language has also been great. As I am living in China I have improved my Mandarin skills as I talk to the locals and some of my local school friends. CIS Hangzhou often has



many cultural excursions, which allows us to explore the city of Hangzhou. This not only helps students speak more Mandarin but also helps the students grasp a richer understanding of the Chinese and Hangzhou culture.

Dorm life in Hangzhou is one of the most enjoyable experiences during in my yearlong stay. The sporting facilities and opportunities are numerous. For example, there is a football pitch where we all play football after lunch and frisbee after dinner, we cherish these things as we can't all do this in Hong Kong with our friends. The friendships that spark during this year are the most memorable parts of this experience as when you live with your friends everyday you feel like you're all a big family.

**1694th Group Grasshopper Ring**

By Kelvin Chan

Scouting is a movement that aims to support young people in their physical, mental and spiritual development, that they may play constructive roles in society, with a strong focus on the outdoors and survival skills. The skill learning activities like knotting, sewing and tent building promotes teamwork and collaboration. Our little grasshoppers smiled with satisfaction when they sew their own progressive badge on their uniform.

The planting event last year brought valuable experience to

our grasshoppers about taking care of the environment. The labour of love was evident in the taste of the basil leaf, which complimented the spaghetti like cherry on the cake!

We also organized a fund raising event for underprivileged family in the train station. 'These underprivileged families need your hand, why do people turn away their faces?' We told our little spirit do not give up. Our grasshoppers learnt a lot from this fund raising event.

This year we had our hiking event in Tai Po Kau. It was a beautiful sunny day for a hike in the lovely

country park. Our grasshoppers walked through the woods along the trail. The memorable day ended with a badge for everyone.

The Silver Jubilee District held a wild camp at Ma Tso Lung with different groups this year. There were lot of fun activities like the giant maze and mini Olympic games. The day ended with campfire songs and lots of laughter with the new friends from different schools.

Parent support is vital to scout groups. Let's get involved and have some fun.



## RCHK Language Week Celebrations

By Julie Davis, PYP Teacher

From March 2-6, RCHK celebrated our second annual Language Week. In line with UN Mother Languages Day, which is recognised around the world, we took this chance to celebrate the diversity of cultures and languages that are represented across our college community.

Teachers and students were involved in many different activities in their classrooms and around the school. We also had many parents involved this year!

Younger students and older students alike enjoyed games, stories, songs, learning and celebrations of a wide range of languages and cultures.

This year our secondary students got involved and arranged a wonderful multicultural fair for all the primary students during lunchtime. This was a great opportunity to learn more about other languages and cultures too, as well as tasting food and playing games.

Thanks to everyone who got involved in this great celebration of our RCHK diversity. RCHK values all languages!



## All Hong Kong Inter-Secondary Schools Gymnastics Competition

The competition was fierce at the All Hong Kong Inter-Secondary Schools Gymnastics Competition where some of the participants are at the national level, representing Hong Kong. Our RCHK girls stood out and won the

championship. The girls competed in four apparatus - Vaulting, Balance Beam, Uneven Bars and Floor Exercise with 35 gymnasts and six teams from other schools. Gymnasts representing RCHK were Joyce Yau (Year 11), Bobo Cheung, Millennium Kam, Ruby Wong (Year 10) and Siena Talas (Year 9).



### Hong Kong Go Chess Competition

All the hard work paid off for six RCHK students from both primary and secondary who participated in the annual Hong Kong Go Chess Competition and won the second runner-up team trophy. Students included Markus Fung (6CV), Joey Wong (7.1), Angus Choi (5RS), Rex Fung (4JF), Freddy Jiang (8.5) and Michael Chiu (8.4). In addition, Joey, Freddy and Michael also won individual trophy in various categories.



### Southeast Asia Band Festival

By David Niermeier, PYP Music Teacher

The 44 members of the Band of 40 travelled to Canadian International School to participate in the annual Southeast Asian Band Festival.

The results were outstanding! After first to play their instruments in September and only having formed the band in January, this is what the judges had to say:

1=Superior 2=Excellent 3=Good  
4=Fair 5=Poor

A special thanks to Mrs. Morris, Benson, the Year Six teachers, Newman and Jacques, and the blue team for all of your support!

	1 <sup>st</sup> Judge	2 <sup>nd</sup> Judge	3 <sup>rd</sup> Judge
Sound Quality	1	1	1
Tuning	1	2	1
Balance and Blend	1	1	2
Technical Control	2	1	1
Rhythm	1	1	2
Musicianship	2	2	1
Stage Appearance	1	1	1



## Art Basel

By Angie Wong, Year 11

Year 11 Visual Art students were fortunate enough to visit Art Basel in March, coinciding with the start of our 'Human form' unit. Art Basel is known for staging exhibitions showcasing some of the world's premier modern and contemporary art, while also expanding the platform for emerging artists who represent the vanguard of the visual arts.

"Oh ... wow!" was our initial reaction as we waited in the hallway, eagerly waiting for our tickets to be scanned, gripping them tightly while gazing at the huge entrance. Anticipation crawled up our spines as we whispered amongst each other ... "I wonder how long it will take us to go through this floor and move on to the next?"

When we entered the exhibition, we stepped into a whole new, unimagined world. Strolling around

Art Basel with our cellphone cameras in our hands it seemed like we stopped every single second to admire the art pieces, in awe of the delicate lines, intricate details and flamboyant colours. With our upcoming unit in mind, we concentrated on seeing a variety of art exploring human form. Everyone came to realize how art can be portrayed differently, but also how feelings and expressions are conveyed through the use of colours, facial features etc. even though the general subject remains the same.

We were really lucky to see a most astonishing piece that amazed us all. Right before our eyes, there stood a 3D sculpture, one that left us pondering whether the subject was real. "Intoxicating" and "intriguing" are the first words that came to mind upon seeing 'Standing Pieta' created by Sam Jinks, as we struggled to take in the realism of the piece. We stood there for a few

minutes before we realized all of it was created by the artist, with the hair, the skin, the wrinkles and every intricate detail were delicately made using real human hair. Most important however, was the facial expression. Audiences could never realize the form was not real from a distance. It was overwhelming.

After our visit to Art Basel we now have a grasp on the general idea and concept of human form. In addition, art pieces and artists names seem to be branded on our skin, with fantasies of ourselves holding a brush and painting like Picasso. Slowly walking towards the exits still in daze, we all said ...

"That was extraordinary".

## Ceramics Club - After School Activity

By Claire Musgrove

A selected number of Years Seven, Eight and Nine students have been attending the Art ASA Ceramics Club in February and March 2015, run by Mrs. Musgrove. Students had the opportunity to learn and improve their practical ceramic skills in preparation for the future years of MYP.

Students learnt how to use some basic techniques such as slab building, coil making, relief techniques and applying a finish slip to their products.

This combined knowledge and skills culminated in students' making and decorating a ceramic bowl. Below are some of the very accomplished work by our studnets. We are sure you will agree the results of their hard work are very impressive.



## Life Drawing Workshop

By Sally Ho, Year 12

In late January the Year 12 Visual Arts diploma students had the fantastic opportunity to visit the studio of art tutor Gail Deayton in North Point and had the experience of drawing the naked female human form, a renowned activity known to increase awareness of form and overall drawing abilities.

We first made several rough sketches with a marker on newsprint, with every sketch having a time limit, before experimenting with both continuous sketches and 'blind' drawings, something completely new for most of us. We then moved

to using cartridge paper, drawing with charcoal, graphite, acrylic paint, fingers and erasers, before producing a linear monoprint.

The next activity was probably the most adrenaline-inspiring activity that we engaged in, the speed drawing. Using graphite, white paint and red chalk, we were told to do a sketch in around 30 minutes. Once that time was up, we were told to use the same piece of paper and keep to the same style of drawing, but instead the amount of time we had to do it in was decreased. Each time we did this, the time limit decreased more and more until we only had a single second to do a sketch.

This field trip taught me a lot about how to utilize a variety of tools to help with any type of observational drawing, sticks of charcoal for example, plus long wooden rods to gauge the angles and proportions of the nude model. Further advice on the method of drawing was also useful, namely being confident about the lines we make (no 'werewolf' lines and no repeated lines), as well as 'grounding' images by putting in background details.

I really value the experience that I had throughout this short field trip and I think that it will hold a great impact over my future artwork, both near and distant.



## Imagine Art Auction

"Imagine" is a Hong-Kong wide event that enables artists from all ages, backgrounds and styles to express their own individual creativity through art. Proceeds were donated to KELY organization to aid their work in empowering youth and overcoming adolescent depression as well as SP@RC. We hoped that through this event, we were able to raise awareness for these issues as well as celebrate art. The opening ceremony at the Hong Kong Maritime Museum was on May 9th, 2015. Various local artists were showcased, including

the young and talented, Rainbow Tse. Through this event, we hoped to recruit more talented artists to provide them with an opportunity to showcase their own, individual creativity.

This project sought to decrease the prevalent issue of teenage depression by raising awareness. It aimed to provoke awareness of the magic of imagination. It is to encourage others to reflect on what brought them happiness, an act that can be seemingly impossible for those suffering from depression. This self reflection stimulated a response

in which others could acknowledge different methods to lift their moods, which might decrease their chances of depression. This event was organized and founded by Ally Chou and Louise Ko.



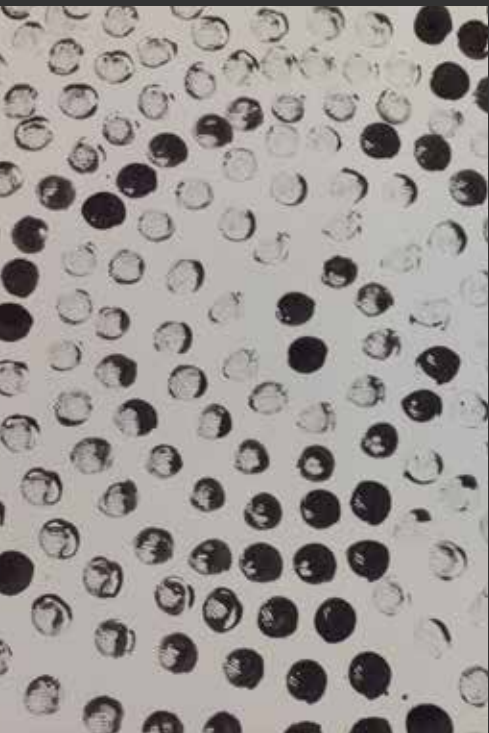
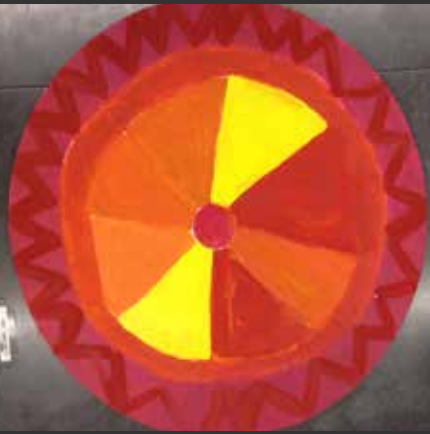
## Wall of Art

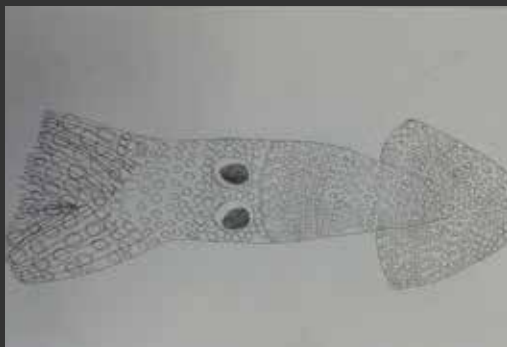
By Jemima Law and  
Nicole Ma, Year 10

At the beginning of this school year, we were asked as Visual Art Scholars to paint the walls of the English Department with quotes, ranging from Shakespeare to J.D. Salinger. We used typography to illustrate the quotes, as it's a special form of art where the words are formed in different styles and forms to express the message and meaning behind the quote. And at the end, when our work came to fruition, and we were able to finally see our creations emblazoned on what used to be a blank wall, and realized our efforts had a great contribution.



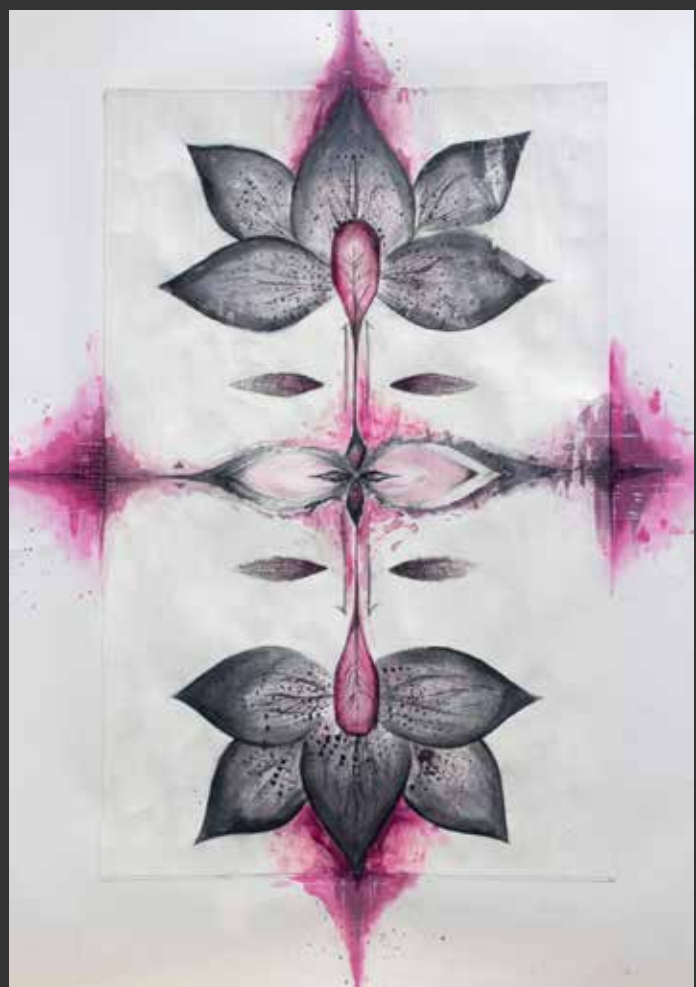
PRIMARY GALLERY





SECONDARY GALLERY





## Multi-Purpose Pitch

### Empowering students through sports

Renaissance College in partnership with the Hong Kong Rugby Football Union (HKRFU) officially opened its 2,000 square-meter all-weather rugby pitch on 9 December 2014. RCHK spent approximately HK\$10 million on constructing the pitch including its state-of-the-art artificial turf, underground drainage, netting, and lightings with the assistance of the HKRFU to fund half of the cost. RCHK is the third ESF school to collaborate with HKRFU in sport development. The partnership was initiated by RCHK in 2010 when Mr. Alex Broome, a PE teacher found out that HKRFU was looking for a rugby site in the New Territories. This world-class facility is a fantastic platform for the RCHK rugby team to practice full-contact training. In addition to rugby trainings, the L-shaped pitch is being utilized for various ranges of sports events, facilitate sports activities and enjoyed by wider community through the HKRFU. Here, Mr. Broome and the RCHK rugby players Alexander Wood (Year 9) and Hebe Talas (Year 11) share their thoughts on this new facility.

### Since the opening of the pitch how has RCHK and its community benefitted from this facility?

Mr. Broome:

The rugby pitch has benefited the Black Kites rugby squads for specific team trainings and crucial basic skill work during casual play. Many local teams are also utilizing the pitch in the evenings and weekends for player development within their club programs.

### What is the next stage of development for RCHK's rugby team?

Mr. Broome:

The next stage of development for

Black Kites rugby program is to continue to encourage students to pursue rugby as a sport of choice. We are also fortunate to have Kowloon RFC providing rugby skills trainings for all the students who are interested in developing their skills further. The opportunities and resources for rugby in Hong Kong are excellent and available to players who are passionate about the game.

### Any RCHK rugby team members representing HK's rugby team? If yes, how many and at what levels?

Mr. Broome:

Currently we are fairly well represented in the HKRFU National Age Grade (NAG) Programs for 2014-2015. We have 11 RCHK students, six boys and five girls in U14s, U16s and U18s levels.

### How long have you been playing rugby?

Alex Wood:

I have been playing rugby for around eight years now. I have played in many countries including Hong Kong, Scotland, England, Singapore, Malaysia and a few other countries in Asia.

Hebe Talas:

I have been playing rugby for about seven or eight years now, I started when I was in Year Four at RCHK.

### What do you like about this sport?

Alex Wood:

I not only like playing the game because it suits my personality and me but also I like the atmosphere of the game. I believe not only me but also professional rugby players play because it is their passion and something they are willing to dedicate their lives to, which is also how I feel. Rugby is a sport that can and does help me develop as a person, makes me a good team player, and being encouraged by

coaches to do and give our best at everything is a great feeling.

Hebe Talas:

It's different to other sports I've played. It's slightly unpopular with girls because of the contact involved, which means that those who play it are really passionate about the game. The basic rules are easy enough to grasp and knowledge of the game comes with time.

### As a rugby player, what is the biggest advantage of having this facility at your school?

Alex Wood:

This pitch provides a place for students to play and train whenever they have the time. For me and many others the pitch has become a second home because if we aren't in class we will be there playing rugby. I also think this is what the school wanted to create when they built the pitch, not only a training ground to make our school to become more athletic but a place for the rugby and other sports players to feel free and comfortable.

Hebe Talas :

As a female player, I don't get the chance to use this facility as much except during PE classes because RCHK doesn't have a female rugby team at the moment. However, I do hope that this encourages kids to be generally more active, and I think that this was a much needed addition to our school facilities.





## IN THE SPOTLIGHT

### The Tech-Team

Anticipation builds as the lights start to dim. Opening music fills the air and the actors, dressed in colorful costumes, take to the stage.

An hour of acting, singing and dancing later the magical performance ends with rapturous applause from the audience. The performance has gone on seamlessly, thanks not only to the performers but also the hard work and dedication of a few unseen folks working tirelessly behind the scenes.

We all know how vital the performers are to any theater production, but the crew behind the scenes are just as important. The role they play, though not under the bright stage lights, is just as crucial, and has a major impact on the success of the production.

This year as every year, RCHK witnessed numerous fantastic productions like the Decade, 50's Remix Dance, Spring Concert, Reign, Frankenstein and many more, all fabulously staged and presented, and this would not have been possible without this dedicated and passionate team. RCHK World puts the performing arts tech team Newman Ng and Jacques Chung,

and the student technicians Aryan Sethi (Year 9) and Arnav Sethi (Year 8) under the spotlight.

### Student Technicians: Arnav Sethi and Aryan Sethi

#### 1. How did you get involve in the backstage production?

At the beginning of the school year, we saw an opening on the tech team in the secondary school bulletin. We have always wanted to know what happens behind the scenes, and it has always been a dream to work backstage so when we saw it, we knew we had to be part of it. We didn't want to miss this opportunity and signed up for it immediately.

#### 2. How did you execute the staging of a production like 'Decade'? What is the process?

Since the backstage production is very new to us and we are still learning so we normally follow the instructions from Mr. Ng and Mr. Chung. We get assigned with an individual role to follow and execute a stage production like Decade. During the show we are constantly communicating with them through walkie talkies on when to switch the spotlight or adjust the brightness and color

of the light. We definitely feel more confident now since we have been doing a lot of backstage productions, confident enough to collaborate and throw some of our own ideas to make the production more interesting. The guidance and support we have received Mr. Ng and Mr. Chung has been invaluable!

#### 3 Is this a subject area you are passionate about, and would like to explore in the future?

Definitely, we are very interested to learn how the school runs assemblies and big events. We are very curious to understand how all the buttons work in the control room like opening the curtains, adjusting sound and music. It's really cool to use the equipment and to be part of the tech team.

#### 4. How has working backstage in the school production helped you personally?

It has increased our personal knowledge on how school events are run backstage. It has improved our social skills as a result we have made some new friends. We are more confident and not afraid to share our ideas and opinions.





## **PA Technicians - Newman Ng and Jacques Chung**

### **1. What does the performing arts technician do?**

We provide technical support to our school community in theatrical and media usage for example, lighting, sound, camera, and other equipment. Our day-to-day job is to operate and maintain the school's AV and lighting requirements that will lead to a smooth operation in school events. Sometimes, we do face various technical difficulties we need to deal with whilst monitoring the event, which can be a challenging but exciting part of this job. So it's crucial to develop a good understanding of the production and its requirements prior to the show.

### **2 What do you enjoy most about your role?**

Being able to support and be part of the team that makes the production come alive, whether be it through lighting effect or dramatic sound and music, is really cool. We are very grateful for the role we play in the school productions, which allows us not only to learn and develop more but also we get to do what we love the most!

### **3. When working with the student technicians, how do you collaborate and guide them?**

To educate students on the correct usage of the equipment and understand the production aspect of the events, we have formed the 'A-Team' (the student technician team), where students are given a chance to

work in school's events as technicians, they get to take charge of supporting an event including controlling lighting, mixing audio levels, coordinating the set-up etc. We normally have a briefing session and tutorial on the usage of the equipment needed for the event as part of the pre-production preparation. We always welcome any students who have passion and interest in production to join our team.

**DP Music**

By Michael Ju, Year 12

This year’s DP music was above and beyond a reductionist view of music through theory and syllabus chunking. In other words, we really took it to the roots of music and studied life, human emotion and creative expression through interaction with other musicians and our inner musical soul to understand music not by paper, but by its true form.

We began the year with a strong start by inviting Graz, a professional DJ and designer who performs on the world stage for a composition

and film-scoring workshop. We each composed original pieces for the DP Theatre production “Decade” and scored the short film “Helium”. During this workshop, we were also challenged to perform at our first recital, taking our first official steps and independent musicians. Before the first half of the year came to an end, we were once again inspired by a DJ and music composer Lum who is also Mr. Otto’s high school friend give us a master class on digitally producing music. In the later half of the year, we were fortunate enough to have yet another professional DJ and restaurateur Roger visit us for a talk on “doing what you love and getting paid for it” as well as

pursuing your dreams in music and building your career. Lastly, to tie a neat little knot to end the year full of diversity, musical exploration and expansion, we had our second music recitals where we took another step forward and began to establish our own musical grounds. In this recital we showed off more of our own colors and musical styles.

There is still more to learn and more to explore in the world of music and the coming school year is already promising for us DP music students as we head into the world of music as mature and open minded musicians.

**“Reign”**

By Jackie Chan, Year 12

‘Reign’ is a student directed play for our mock Year 12 collaborative project. The chosen theme was ‘Monsters’. During the evening, we showcased a wide range of young talent from the Year 12 theatre class. The classical Shakespearean

play “Richard III” was adapted to deliver a unique and fresh experience for the audience.

“Reign” is set in the 1930’s Shanghai underworld; as Richard claws and climbs his way up the ranks to become “大哥”. Richard is a charismatic and fascinating character that lets the audience

sympathise with him or at least be impressed by him. Not only does he have his cousin Clarence executed, and manipulates the lady of a dead rival boss into marrying him even though she knows that he murdered her husband. He also sent assassins to do his evils biddings by murdering a baby to further his



campaign to the crown. Richard is the pure embodiment of evil.

This has been a really special and enlightening opportunity for the whole group to collaborate and create such a complex and beautiful piece of a Shakespearean play. Undoubtedly, It required a huge amount of dedication and passion between all of the group members. We had to commit and respect to rehearsal times, put aside our personal and sometimes academic responsibilities, and spend long but fun hours together. Without the dedication displayed from all the group members, I could not imagine the success that we achieved. Even though we had different roles between us like lighting, props, producer, director, SFX, staging, and costume. These specialised roles helped us gain knowledge on the numerous components of a production that made the show possible. We learned this through our rehearsals, even

with one production aspect missing, it really hurt the flow, and atmosphere of the play. That really stressed the importance of a group, where no one is as good as all of us. Looking back at the whole process, the development of our group and us as individuals is the most shocking thing. We started out as individuals, there was tension between members, we didn't compromise, and there was a lack of dedication. Nonetheless, over the past four months, we pulled everything together and got a grip on what it means to be a group. Not only did we have to compromise and work together as a group, we also worked effectively with the other theatre who did "Frankenstein". At first, both groups wanted the best for themselves, like who had the rehearsal space, who has priority over the performance space, etc. But again, we managed to compromise and prevent any arguments through the maturity of both groups and also with the help of Ms. Liu, our theatre teacher.

Unfortunately and inevitably, there were moments of stress and frustration between group members, these situations were very hard to deal with without the help of a teacher. However, this forced us to take matters into our own hands and handle these situations with care and maturity. We really tried our best to handle all situations ourselves, but Ms. Liu, helped guide us through various stages and in a number of helpful and enlightening ways. Ultimately, the collaborative project has matured us as leaders and groups members with skills that not only include theatre skills, but also real life transferable skills that include working in a group environment and conflict resolution.

"Now is the winter of our discontent" -  
Richard III (1.1.1)

**Frankenstein**

By Aanchal Ramchandani, Year 12

'For our Year 12 Collaborative project, the theme was 'Monsters', one of the plays was 'Frankenstein'. A common misconception is that Frankenstein's creature is a terrifying monster, but what defines a monster? Someone or something evil? An individual with no morals? If so, then who is the true monster in story of Frankenstein? These were the guiding questions that I contemplated when deciding on the concepts for this play.

In 17th Century Europe, Victor Frankenstein's life changed forever. He was a scientist whose life goal was to create another human being. Even though he was successful, the creature could not be 'controlled' causing Victor to abandon him. New to its environment, the creature wandered around aimlessly, scaring anyone or anything he came in contact with. Even though he encountered one person who showed him kindness, he killed him and his family in a fit of rage. He later ventured out to find his creator for the one thing he longed for the most, love. The creature had done a lot of wrong to get what he wanted, but when he did, he was left broken by the man who gave him life.

As the director, I was involved in direction of production elements, including set and performance aspects such as line delivery and characterization. One of the main challenges I faced was how to portray the correct message throughout the play. The wide range of themes created a challenge for me when choosing which one to focus on. I decided to emphasize the 'monstrosity' aspect of the creature as well as Frankenstein. I sought to demonstrate the growth of the creature, from his 'birth' through to the end. As the play progresses, we see the creature grow, and learn his main goal in life, to find love. I wanted to express to the audience that although the creature is supposedly a monster, he conveys the inner conflict found in most humans. Bringing this theme on stage, I wanted to outline the humanistic attributes of the creature by focusing on key points of his background as opposed to the horrid things he may have done along his journey.

Bringing this story on stage was easy to do, as the initial idea was not to stray away from the original, emphasizing on the backstory and the key themes from Mary Shelley's novel. We decided on a minimalistic approach to the production to emphasize on the characters and their speech as opposed to

spending excessive time on the set or props. We used technology to enhance our performance because it gives the production a new twist without straying from the written source material.

One of the best parts of this project is getting to know the people I will be spending the next year and a half year of DP Theatre with. Some of the people in my group had very little acting experience so in order to be fair, I gave those with less acting experience larger roles allowing them to be more comfortable on stage. The teamwork we displayed allowed us to meet deadlines, decide how to set up, etc. Being apart of this production was a wonderful learning experience, as we learnt a lot about what productions are like and the importance of each person's role on and off stage. Since this is a student directed piece, all decisions were without direct instructions from our teacher. This project has allowed me to experience the role of being a director and the responsibilities associated with it. My group members have been supportive throughout the whole process. Although it was quite stressful, it allowed us as theatre students to form a bond that may not be present in other subjects. Which in my opinion was the best outcome.



## Winter Concert

By Misha Mah, Year 10

On the 10th of December, students from all around RCHK came together to perform in the annual Winter Concert. A showcase of the many musical talents within our school, the event brought performance to a whole new level. Starting the night off was Swing Express, RCHK's jazz and swing band performing 'Take The A Train' as performed by Nikki Yanofsky. The Elite Band, an ensemble of horns, strings, and rhythm instruments then performed 'For Once In My Life' (Miller, Murden). The Jazz Band then performed 'Guns of Navarone' (The Skatalites) and

'Hold On, I'm Coming (Sam & Dave). The Secondary Choir was also present, performing a ballad version of 'Nothing Else Matters' (Metallica). Up next was the String Ensemble performing the festive piece 'Merry Christmas, Mr Lawrence' (Sakamoto) complete with a piano solo. We were also honored to be joined by Little Voices, RCHK's Primary Choir performing 'Together We Can Change The World' (Shepard), 'Friend Song', and the Christmas classic 'Frosty The Snowman' (Rollins & Nelson). Their youthful voices and cheerful music definitely brought a smile to the audience's faces! The Elite Band and Secondary Choir then

came together to perform 'Roar' (Katy Perry). Last but not least, all ensembles came together to perform the grand finale - 'Proud Mary by Tina Turner.

The Winter Concert was a great success - the audience left the auditorium with smiles on their faces, and so did the performers! We would like to thank our music teachers Mr Goldring, Mr Otto and Mr Gani as well as Ms Liu and Ms Brierley for helping organize such an amazing concert. Also, thank you to the sound engineers working behind the scenes on the day - without you all, we wouldn't have been able to put on such a successful show!



## Revolution OG

By Patrick Yau, Year 11

Revolution OG is a 12-piece band that was formed by students from Years 9 - 12 and teachers in the RCHK. Patrick Yau, Misha Mah, Jackie Tsoi, James Koo, Michael Ju, Godwin Lai, Walter Chan, Kevin Tam, Jacob Leung, Iunia Dinu, Mina Lee and Daniel Ling were

lead by two very talented music teachers, Mr. Gani and Mr. Otto.

On the 15th of January, Revolution OG took part in the ESF's Got Musical Talent Show that took place at Grappa's Cellar, Central. Musically talented performers from ESF schools all around Hong Kong gathered in Grappa's Cellar to showcase their

talents and raise funds for ESF's Jockey Club Sarah Roe School. Revolution OG opened their act with the iconic Elvis Presley single, Jailhouse Rock. The members of Rev. OG then continued to their following piece, Late in the Evening by Paul Simon.

PERFORMING ARTS  
GALLERY







## Secondary Athletics Carnival

By Tim Ross, Athletics Director

The Annual Secondary School Athletics Carnival was held on March 19. The Athletics Carnival is always one of the most eagerly awaited house events for both staff and students. This annual contest is healthy opportunity for our students to demonstrate their physical aptitude, engage in friendly inter-house competition and build camaraderie among peers.

The Ma On Shan Sports Ground was abuzz with colour and noise from the moment the houses

marched into the stadium. It was obvious that the students had put in many hours designing banners, mascots and cheers. Along with the many outstanding achievements on the track, we should also recognize our student cheerleaders. The Cheerleading competition was again one of the highlights of the day, with numerous hours of preparation resulting in some spectacular performances.

The race for House honors was a tightly fought contest all day, and in the end only twenty points separated first and second, the closest finish we have had we've had for a number of years. But in

the end it was Ming house that was victorious and in doing so continued their dominance in Track and Field. Congratulations not only to Ming House, but to all students involved on the day. A special thank you to all staff for their hard work in helping to make the day a success and for all the parents who turned up to support the kids.

### Final Results:

- 1st – Ming 2050
- 2nd – Song 2029
- 3rd – Qing 1626
- 4th – Tang 1600



# Secondary Sports Day 2015



## ACAMIS SWIMMING 2015

By Kate Nankivell, PE Teacher

On March 20, 15 members of the Black Kites Swimming team competed in the ACAMIS Swimming competition hosted by Nanjing International School, Nanjing, China. Despite only a small team, we added strength to the argument that size doesn't matter by punching above our weight when it came to the results achieved by our swimmers. Cody Chan, Harold Yick, Matthew Wong, Phoebe Mak and Katie Lau featured often in finals and managed to secure themselves some silverware to beef up their return journey luggage allowance! Matthew also secured himself 2nd place overall in the 9-10 Boys age group and Cody Chan and Phoebe Mak achieved 3rd place. Wyatt

Leung, Ho Wang Yeung and Holly Hou also made finals and showed the true Black Kites spirit- never giving up and pushing until the end. Martina Frascchetti and Brian Chan won some of their heats and Sean Woo, Chun Hei so, Jonathan Tang, Hilary Lo and Wincy Cheng all swam well to earn us valuable points towards the team trophy. Some swimmers even achieved PB's by multiple seconds!!!

Our relay teams too did us proud with the 11-12 Boys relay securing the double by winning both the Medley and freestyle relays.

All in all it was a fantastic effort by the team both in and out of the pool. The swimmers all had a great time and enjoyed the experiences of traveling and competing abroad with their friends. They made many new

friends from other schools and came away with an appreciation for the many lessons that can be learned through participation in sports, especially when this participation is for the good of a team.

Thanks must go to Mr Molnar who accompanied me on the trip and offered wise words of advice to our swimmers in a bid to bring out their best. Thanks also to the devoted group of parents who travelled to Nanjing to support the team.

**All that remains is the challenge to those absent this year, to join us next year and see what kind of threat we can pose to the ACAMIS competition with a full squad. Next year the meet will be in Suzhou on the 18-19th March. Mark this date in your diary swimmers! We want YOU!**



## Primary Sports Day

By Sandra Gordon, PE Teacher

On March 13, all students participated in our Primary Sports Day. Everybody thoroughly enjoyed participating and supporting their houses during the event. In almost perfect weather conditions, students competed in a diverse range of fun activities designed to encourage teamwork and school spirit.

While our lower primary students focused more on athletics related skills and games, our upper primary students participated in more traditional events, such as the high jump and long jump. A number of upper primary students also participated in our 100m Championship races. We had some amazing athletes competing in this event. Below are the first

three from each category: Strong individual results at the Championships included:

### Y6 Girls

1st place Keona Ng 15.99  
2nd place Isabella Fitzgerald 16.21  
3rd place Andria Wong 16.39

### Y6 Boys

1st place Bailintin Lee 15.26  
2nd place Matthew Wong 15.44  
3rd place Jhun Chan 15.51

### Y5 Girls

1st place Emma Yeung 16.87  
2nd place Rachel Vong 17.12  
3rd place Yanna Ng 17.30

### Y5 Boys

1st place Selwyn Saw 15.47  
2nd place Zaki Bougatef 15.87  
3rd place Miles Chung 16.05

### Y4 Girls

1st place Shannon Ng 16.42  
2nd place Grace Lohan 17.13  
3rd place Heer Jhaveri 18.10

### Y4 Boys

1st place Elijah Chia 15.66  
2nd place Ho Hei Lam 16.45  
3rd place Jabian Chan 16.91

After adding up all points, which students worked so hard for, the overall winner of this year's Primary Sports Day is Song with 3504 points, followed by Tang with 3412 point, Qing with 3296 points and Ming with 3235 points.

The spirit award went to Ming this year for amazing house spirit.



**Jeffrey Ngo**

Class of 2013

"It always seems impossible until it's done." Nelson Mandela's words linger on in my mind every time I open a new Pages document with a word count of zero and a deadline in two weeks. What if I don't finish on time? What if I can't come up with an original argument? My hands start to sweat; my heart beats faster. But then I tell myself, "Hey, you've done this before. You'll be just fine."

I reread my writings every so often, and I smile, seeing how much progress I've made along the way. The Extended Essay seems like a distant past to me now. Ever since the first semester of college, I've been asked to write longer papers under much tighter deadlines, with no supervisor, often with no criteria to follow, and certainly no getting away with copying and pasting here and there. It took a while, but fortunately (or unfortunately) I've gotten used to it.

And even those days have gone now, as I've immersed deeper into even more rigorous academic work over the past year. In August, I moved out of the Big



Apple to spend four months in Washington, D.C., where policies are made and politics is played. There, I was lucky enough to intern at the Smithsonian National Museum of American History, conducting research with, and learning a lot from some of the nation's top historians.

Meanwhile, I've been invited to present on panels at Columbia University, Rutgers University–New Brunswick, and Brown University (they even paid for my roundtrip flight!) on the ongoing Umbrella Revolution that broke out back home in Hong Kong. While all that was happening, I was also notified by the Graduate School at NYU on my acceptance into the master's program in Humanities and Social Thought via a special accelerated track, with a generous scholarship that covers half of my tuition and fees.

Back in New York this semester, I'm taking, along with three

undergraduate classes, two graduate-level seminars. A monograph of three, four hundred pages per course per week is the standard reading load. The expected length of papers is long; the time given to write them is short. I'm almost forgetting that it wasn't actually that long ago when primary sources are not needed in history papers, or when a single textbook was all I had to read for an exam — which, to me, would've been really difficult back then.

Every now and then as I lie in bed at night, I close my eyes and think back to the times, good and bad, at RCHK. I can almost see the 15-year-old boy, sitting by the windowpane in my MYP English class, frustrated with being told to finish a 200-page novel over in six weeks. "How will I ever finish this?" I would wonder. But I did. And this ability to break past limits, set new milestones has stuck with me over the years, in times of challenge and of ease. Tomorrow will be a brighter day, I know, for there are more limits to break and milestones to set.

## Louis Kang

Class of 2010

I am currently a senior at UC Berkeley, studying Electrical Engineering, Computer Sciences, and Materials Science and Engineering. During my gap year after RCHK, I spent a few months traveling in China, which sparked my keen interest in promoting sustainable development through technological innovation.

I believe that nanotechnology can provide a promising answer to the world's growing energy demand and need for sustainable development. For the past three years, I have been working with Professor Ali Javey in the electrical engineering department on energy efficient nano-electronics using novel two-dimensional materials systems. I am working on designing the next generation of nano-transistors, which will greatly reduce both the cost and power consumption of computing. UC Berkeley has offered me access to world-class research facilities and opportunities, which are helping me mature as an aspiring researcher - I have been co-authored in 9 journal publications that have reached over 270 citations.



I also believe that brilliant ideas concocted in laboratories are less meaningful unless they are somehow applied to society through channels of commerce and trade. Through various business competitions and research grants, I traveled to developing countries, namely Ghana and Chile, where I could more realistically identify the needs, demands, and opportunities to consider for sustainable development. I also pursued a solar cell startup under Professor Daniel Kammen in the Berkeley Energy and Resources Group, and together we received \$40,000 in equity-free funding from the government of Chile. In addition, as president of Berkeley Nanotechnology Club, I invite game-changing researchers and entrepreneurs on campus for students to learn and discuss how nanotechnology can improve the quality of life for future generations around the world.

After graduation, I will be pursuing a PhD in Applied Physics at Harvard. I see pursuing a PhD as not only a personal contribution to science and society, but also a way of learning how to think and problem-solve. I believe that critical thinking and perseverance needed in pursuing a PhD are necessary for success in any kind of environment—whether in academia, industry, or personal life. During the summer before my PhD pursuit, I will be working in San Francisco as an intern at Peter Thiel's venture capital firm.

## Sarah Primmer

Class of 2009

I graduated from Renaissance College Hong Kong in 2009 and, six years later, I am still studying. Yes, you read that right. After graduating from RCHK I pursued a Bachelor of Arts in Chinese and History at the University of London – School of Oriental and African Studies (SOAS) in London (UK). After my four-year BA, I started a two-year Master of Arts in History at the University of British Columbia (UBC) in Canada. And now, I am planning to move to Boston to start a PhD in the East Asian Languages and Civilizations Department of Harvard University. If it all goes well (fingers crossed), I'll finish this program in six years – which will bring me to a whopping total of twelve years spent in university.

Right now, I am basically a professional student (as it turns out, I am pretty good at it). This process has involved a lot of moving, a lot of packing, a lot of student visas, and gallons and gallons of coffee. There have also been pages and pages of writing, a library's worth of reading, and a ton of research. It has also involved going through everyone's favorite process of applying to university three different times.

Each time I have applied to university, my priorities have changed somewhat. When I was looking for undergraduate programs, I cared a lot about the location. Apart from being a pretty good school with some great classes, what brought me



to SOAS was the location more than anything else – a mix of the climate of the university (small, off-beat, quirky), the city it was in (London – need I say more?), and the structure of the degree (a mandatory year spent studying in Beijing). But I only had a vague-ish idea of what I wanted to do. I actually ended up going to SOAS for Chinese and Politics, but quickly came to my senses when it became clear that I just wasn't cut out for political anything. Apart from simply not being interested in the subject, my grades in my politics classes just weren't very good... and these grades (unfortunately) do matter. If you want to apply for graduate school, law school, or even just graduate schemes in large companies, irrespective of the actual degree you are awarded, you need good grades. And so I switched to History, a different humanities degree, but one that I could actually get high marks in.

Leaving SOAS for my Master's, I had a very different set of concerns. Spending four years in London meant that I was no longer quite as interested in ending up in a big city; I had already done that, and London rent ain't pretty. I also had to find a way to pay for it. My

parents had been generous enough to help with my undergraduate degree (thank you mom & step-dad!) but I was no longer an undergraduate, so I needed a program that would actually pay me. This of course meant that I could not apply to the UK (I am not an EU citizen), Hong Kong, or the US. It did however leave Canada – and I applied to three universities in Canada that all provided fully-funded Master's degrees. That I am Canadian doesn't really matter, because the Department of History at UBC (which I chose almost entirely because the funding package was the best) funds all of its graduate students, Canadian or otherwise. We aren't rolling in gold, mind you, but they do give us a job teaching undergraduates, and enough scholarships to cover most everything else.

I did, however, luck out with UBC – I ended up in a fantastic department working with great people. My professors have been nothing but supportive – eager to point me in the direction of books that I might find interesting or conferences that I should attend, and exceedingly generous with their time. They also encouraged me to continue in graduate school, and looked over application letters and writing statements as I began applying for the next level of graduate life, the PhD. Now when you hit this level of school, the application game changes altogether, because really the only thing that matters is mutual fit: what schools have faculty that do work in your field? and do these faculty want to work with you? Funnily enough, what I



do (which is Manchu (滿文) literature, by the way) is so unique and so specific that there are only a few schools that I actually could apply to: including the University of Michigan, Princeton University, and Harvard. These three all accepted me – even though a number of other, perhaps less highly ranked institutions rejected me (again, mutual fit is important). These schools all offered to fund me, and for the next six years I will literally be paid by Harvard sit, read, write and learn languages (I know – it boggles my mind too).

I won't say that the application game has been particularly fun – although I am pretty good at it by this point. The big thing for me? Talk to people. Talk to all the people. Be open to suggestions, any suggestions, all the suggestions. Get people to look over your statements, your documents – and only when you can recite your Personal Statement off by heart do you know that you have looked over it enough.

## **Michelle Li**

Class of 2010

Since graduating from Renaissance College in 2010, I have embarked on my journey of studying law at the University of Hong Kong. Although at certain times throughout the four years of my undergraduate law studies, it has really been a tough ride, but studying law remains one of the most rewarding things I have done in my life. I have enjoyed every single moment of it and I am happy to say that I have managed to maintain a healthy and balanced undergraduate life.

As part of my effort in keeping a balanced life, I became interested in film photography. My first ever roll of film was shot during my graduation trip to Japan back in 2010. Since then, throughout my undergraduate life and particularly in the recent two years, I had spent some time into film photography. Photography is a source of inspiration for me and it goes hand in hand with my paintings. I am glad that I have been able to



carry on with my art in my spare time. Every now and then, I recall the times when I did IB visual arts, and those were one of my fondest memories back at Renaissance College.

All good things come to an end, and after four years of reading legal cases and journals (as well as mastering the skill of writing long-winded sentences and perfecting the art of using a highlighter), I have recently graduated with a Bachelor of Laws (LLB) degree from the University of Hong Kong in 2014. My bachelor degree marks my first baby step towards my career in law.

Currently, I am doing my Postgraduate Certificate in Laws (PCLL) at the University of Hong

Kong, a mandatory one-year full-time course for those aspiring to become a lawyer in Hong Kong. I am currently close to the end of my PCLL studies, and if everything proceeds smoothly, I shall be bidding farewell to law school in May this year.

As to what lies ahead of me, my plan is to start my legal training this coming August and will be working as a trainee solicitor in the next two years at a law firm. After two years as a trainee solicitor, I will finally be qualified as a practising solicitor in Hong Kong.

Although there seems to be a somewhat defined path in my foreseeable future, the options and possibilities are still limitless. I am currently in a moment in life where everything is uncertain, but yet exciting. After years in law school, I am very eager to finally be able to figure out where exactly I wish to specialise in and explore what lies out there for me.

## Stephen Mok & Michelle Lau

Class of 2010

Stephen and I met at RCHK in Year 10, and we've been dating ever since! After graduating, we were both accepted by the Hong Kong University of Science and Technology. He had chosen the green path, and decided to major in Environmental Management and Technology, while I enrolled in the School of Business, majoring in Management and Marketing. We were both very excited (and a little scared) at the prospect of studying at this amazing university, and moving on to the next phase of our lives.

Three years passed by swiftly, and in 2013 we were ready to set foot into the workforce. With all the possibilities out there, we weren't exactly too sure where we wanted to go with our careers. So we took some time and thought about what was



best for us both. And we did some travelling as well. We both highly recommend taking some time out after university, if you can. Stephen had always aimed to land a job at a multinational company, where he would gain global exposure and networking opportunities. During the time he sent out many job applications... probably 20 or more. Then it was interview after interview – but at last, after six months of anxiety and waiting, he got a job at HSBC! And he says that he couldn't be happier. He always believed that working at a reputable corporate as his first job would bring him a bright future. Plus, he gets to work where the money is!

As for me, I had focused on applying for marketing related jobs, until a friend suggested a job opening in the art industry; that's when I realized that this could be a great opportunity to expand my horizons, and that's how I became a gallerist. I knew immediately that this would become my career, not just my first job. Having the privilege to indulge in art, wine and cheese, I am very satisfied with the decision that I made – even though it requires extra yoga sessions:)

Although work takes up most of our time, we still make time for each other and travel to places that we have never been before. Traveling has always been one of our mutual interests, and being able to explore new places together is almost like a dream come true. This has turned into one of our life goals – to visit as many places as possible. In addition, it provides the equilibrium of work and life, and it certainly nurtures a healthy relationship.

## Kelvin Chu

Class of 2011

“Allow me as a literature student to start with a clichéd analogy: if we take “journey” in a broad sense, our lives are simply threads of different journeys pulled together. And travelled I have in the past four years!

It all started at the University of Toronto. Here I have been able to explore my interest in languages and literature to the fullest (even in more obscure areas like Old English and medieval French literature!). I've also taken advantage of the international mobility programs to study abroad in England, France and Italy.



But I have travelled, too, on a much broader level. This past year I volunteered at a community outreach programme that gave members from local shelters a chance to have a university learning experience. Each week, following a guest lecture on a fundamental text, I would facilitate discussion with the community

members. But in the end I realized they taught me much more than I taught them. The experiences of the transgender person and the refugee from Congo were as inspiring as they were humbling.

As exciting as studying overseas is, however, it has sometimes given me an unnerving feeling of displacement. Now that my university journey is coming to an end, I am eager to go back to Hong Kong, a place I will forever call home. In August 2015 I will start my role as English Teaching Fellow at Chinese International School, and I can't wait to find out what this journey holds in store for me.

**BIG PICTURE**  
**Book Week 2015**



