

Feature •

21st Century - Entering the New Normal: the Evolution of Education

Ms. Ng Kit Yung, Principal

Alvin Toffler, the author of *The Third Wave* which was published in 1980, states that developed countries are evolving from the second wave of industrialized societies to the third wave of the Information Age. The Information Age is characterized by constant innovation that accelerates change in all areas of society, widens the gap between people, and requires more information to connect society. Therefore, everyone must have the ability to handle information to work and live well.

Facing the advent of the 21st century, in 2003 the UNESCO put forward the concept of five pillars of lifelong learning: learning to live together, learning to know, learning to do, learning to be, and learning to change. It is worth noting that with the rapid changes in society, the fifth pillar "learning to change" has become a necessary life element. UNESCO anticipates the rapid changes in society in the future. Facing the drastically changing global environment and diversified society, we need to be aware of the change and develop our capacity to cope with it through learning.

In 2011, a Japanese writer Kenichi Ohmae pointed out in his book *"Ohmae's Brain"* that the new generation of knowledge workers need to earn a living through mental labor and knowledge creation, so "media information literacy" is the basic skill. Although a wealth of knowledge can be acquired online at any time, what is important is to be able to quickly find necessary knowledge when required in work and life, and then to analyze and interpret this knowledge based on critical thinking, and to think from multiple perspectives to generate creative ideas or solutions to problems.

A new coronavirus pandemic broke out in early 2020 and has spread rapidly to many countries around the world. At the peak of the pandemic in early April, nearly 200 countries nationwide suspended classes, affecting nearly 1.6 billion students, or more than 90 percent of the world's student population. As the pandemic seems to have eased, the economy has reopened and classes have resumed in many places, but as of early August, more than 1 billion students, or 60% of the world's total, still had to suspend classes. Hong Kong is relatively fortunate because although classes have been suspended, students are able to continue their studies at home through distance learning.

The pandemic has radically changed the concept of education. Learning and teaching are no longer confined to the classroom, and students have access to a wider variety of learning tools than ever before. The future of teaching and learning, in terms of venue, space, and time, will change in ways that have never been seen before. In the face of the new normal in education, we encourage students to have a positive attitude and clear goals, which are to seize every learning opportunity and to equip themselves to meet the challenges of the information age of the 21st century.



The 'New Normal' in Learning and Teaching at YOTTKP :

Sustainable Measures to cater for Students' Learning in Virtual Classrooms in Blended Version – Facing the Past and Shaping the Future

Mr. Lee Ka Wai, Mr. Suen Kwei Lung
Vice-principals

Facing the Past – From 'Brick-and-Mortar' to Virtual Classrooms

As mentioned in the report by well-renowned OECD (Organization for Economic Co-operation and Development), the global crisis linked to the COVID-19 pandemic has exceeded by far the public health sphere, and deeply affected the education world in a global context. No less than 188 countries around the world shut down all schools, affecting the lives of almost 1.6 billion children, youth and their families. And there was no exception for YOTTKP students.

Dating back to late January, when the Education Bureau (EDB) of HKSAR announced immediate class suspension due to a surge in the number of patients infected with the coronavirus in Hong Kong. The suspension was extended further until late May when students were finally allowed to attend face-to-face lessons in school. In order to maintain students' learning during the suspension, teachers made a quick response towards the unpredictable situation ahead at that time by revising the teaching schedules to suit students' learning progress in phases, by using various platforms, including eClass, Google Classroom, Microsoft OneDrive and channels like Whatsapp and Instagram, in facilitating and monitoring students' progress, and by conducting lessons in virtual classrooms through ZOOM, Google Meet, recorded video lessons and so on.

With the sudden suspension, the scheduled mock examination for S6 was not fully completed after the Lunar New Year holiday. S6 students finished the examination papers as mock practice for the rest of the subjects

at home through the eClass platform and according to the original schedule as planned for February with timely feedback given to students. In order to keep their momentum going for the HKDSE, teachers provided mock papers and feedback to perfect their performance in the coming public examination and held additional revision sessions via ZOOM during their extended study break due to the postponement of the HKDSE to late April.

In addition, a weekly online learning timetable was designed to suit the learning needs of S1 – S5 students. The timetable was set in two half-days: subject-based lessons for all students were arranged in the morning while target-based tutorials or online assessments were arranged in the afternoon. In order to foster students' own learning at home and provide reasonable rest time in those difficult moments, study breaks were also set in between. Teachers kept providing timely feedback on their performance in online assessments so that students would not fall much behind from their expected learning progress. Immense support from the school's IT team in tackling students' difficulties in hardware and software related problems enabled students to learn effectively and efficiently during the suspension period.

Starting from 27 May, the school reopened for local students to attend face-to-face lessons in phases. Some S3 – S5 cross-boundary students joined the face-to-face lessons at a later stage. While some S1 and S2 cross-boundary students were still unable to return school in Hong Kong, teachers videotaped their lessons

in classrooms so that those students could watch the videotaped lessons in mainland China on the same afternoon of that school day. At the same time, the scheduled yearly examination was cancelled and replaced with form-based formative assessments in June and early July in order to lessen the pressure from the examination scheduled in the original school calendar. Local students completed all the scheduled form-based formative assessments before the early commencement of the summer holiday for all schools as announced by the EDB due to the exponential growth of locally confirmed cases of COVID-19 in those days, while cross-boundary students received the assessment papers for home study.

Shaping the future – Blended Learning and beyond in School Year 2020 – 2021

The world has been in pandemic mode for almost a year. The virus continues to spread at a slow burn; intermittent lockdowns are the new normal. The school suspension in Term 2 of last academic year has shown the weaknesses among students in managing some basic IT tools for learning and regulating their learning habits in a distant learning environment, and highlighted the room for improvement among teachers in utilizing e-learning tools and upgrading devices for teaching and the need



With lockdown in place of the school premises during the summer break, some senior form students returned to school for tutorials. Teachers conducted ZOOM lessons to foster students' learning so as to better equip them to face the upcoming public examination.

for further enhancement in both hardware setting and infrastructure for online learning and teaching.

In light of these shortcomings, a whole-school approach was adopted to gear towards the future of world education, whereby tutorials were arranged for students to master different IT tools for learning, training workshops were held for teachers to utilize essential tools for conducting lessons in virtual classrooms and hardware updated during the summer break. YOTTKP is now ready to serve our students with the necessities for learning in a blended classroom – a mix of face-to-face lessons and a virtual classroom – under different situations.



Teachers are all equipped with iPads for delivering lessons in a blended learning style. While students are in classrooms, teachers can facilitate their learning by interacting effectively in conversations and engage students while monitoring their individual learning progress with the use of iPads installed with selected teaching apps such as ZOOM, Google Classroom, LoiloNote, Quizlet Flash Cards, Kahoot!, Edmodo, GoodNotes 5, Quizlet, Popplet, Mentimeter, GeoGebra and Desmos in Mathematics, Molecules by Theodore Gray in Chemistry, Vernier Video Physics in Physics, EduVenture in Integrated Humanities (IH) and Geography and so on. Teachers can explore the world of knowledge with students using augmented reality (AR) and virtual reality (VR) in the learning of humanities, science and technology. Even if students are not permitted to attend school due to a worsening pandemic situation, they can continue learning at home using these tools on their PCs and mobile devices while teachers can guide-on-the-side in the learning process. Besides, all classrooms have been equipped with Apple TV in this academic year with optimized settings of projectors and screens in order to facilitate multiple learning activities in motion during

the lessons. Teachers and students can mirror their iPad screens to the projection for display of learning outcomes instantly. More importantly, a brand-new pedagogical design in content delivery inside classrooms is to be put into practice – from traditional teacher-centred teaching strategies to blended learning atmosphere with students at the centre of learning.

To most schools, including YOTTKP, the COVID-19 pandemic has brought about huge consequences for educators as well as educational systems around the world. This revolutionary change in learning and teaching has awakened the new reality in educating our students in the 'post-COVID-19' age by discovering their unleashed potential in many dimensions that could never be known to teachers in ordinary classrooms. There are still many obstacles ahead and the project on whole-person development of TKPeers in this difficult time is definitely the next step to go ahead. YOTTKP teachers are all ready to realize the full potential of our students in the blended learning mode in secondary education and all set to prepare them for their future as needed – in both skills and knowledge.



疫情下學生支援工作

孔敏芳副校長

新型冠狀病毒疫情今年年初爆發，教育局於1月27日宣布全港停課。學生事務委員會籌劃並推行了一連串的工作，以支援同學的需要。



第一輪支援措施 — 電話聯絡同學及家長話關心

班主任2月起致電同學或家長，了解他們的身心健康及家庭狀況，對同學情緒、家庭經濟、學習需要以至口罩需要，給予支援。由於疫情初期口罩難求，有十多位學生需要口罩，行政組遂給他們郵寄每人10個口罩。另外，我們亦轉介經濟有困難的家庭給學校社工跟進。

第二輪支援措施 — 信件聯絡同學及家長

中六同學於農曆年假前後進行模擬考試，因疫情關係，農曆年假後的模擬考試變為網上練習，他們一直未能回校考試、對卷及進行惜別活動，同學都感到無奈。因此，學校於2月26日為他們郵寄打氣包，內附已批改好的模擬試卷、外科口罩、消毒濕紙巾、由活動助理楊姑娘親手縫製的布口罩，更有班主任為班內每一位同學寫上鼓勵書簽及問候信，讓同學感受到老師的關心。家長對此感到很窩心和欣賞學校的心意。

由於文憑試各科筆試延至4月24日舉行，中六同學難免感到無奈及孤單，學校於3月底製作了一段短片給他們，包括一首歌《一定要得》、老師又製作心意咭，咭上寫上鼓勵說話和簽名，為同學們打打氣。

此外，為支援中六同學升學，升學及就業輔導組老師曾個別輔導2X班同學，提供二維碼及網站讓同學了解E-app（本地自資院校）、台灣及內地升學的注意事項。

第三輪支援措施 — 支援中一至中五同學

原定3月1日的家長日，改以電話聯絡家長——學校於3月初郵寄第一學期學習表現報告給家長及同學，還包括各科百分位數表及小禮物（4張有鼓勵字句的明信片），讓家長知悉子女第一學期考試成績、操行及勤學等表現。班主任於期後的兩星期內致電家長，了解同學疫情下的學習進度及困難。另外，班主任鼓勵同學作息定時，建立的良好生活及學習習慣，期望同學奮進。

支援同學學習

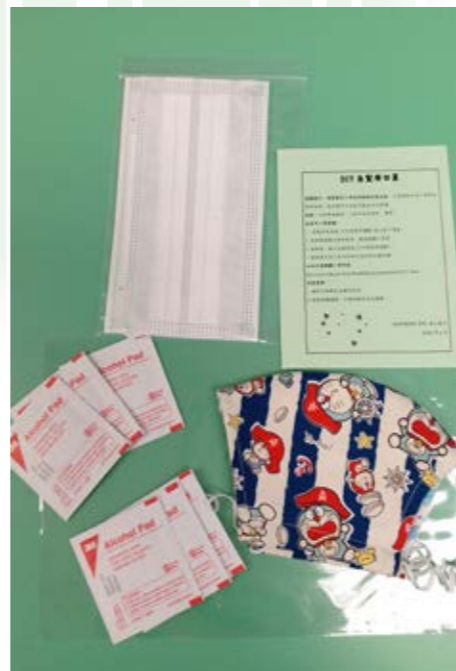
在停課期間，學校為同學安排網上學習，惟部份同學因缺乏電腦或數據，未能順利進行網上學習，學校遂按有需要同學申請，借出2部平板電腦，6張5G流動數據卡給4位學生，亦有兩位學生獲一個機構送贈兩年免費寬頻服務。另外，學校獲捐贈7部手提電腦，7部平板電腦是機構送贈學校，讓學校可以轉借給學生，學校亦已按申請同學的情況，全數轉贈或借給有需要的學生。

升學及就業輔導組為中五同學安排的大學開放日參觀，改為於六月邀請不同大學代表到校舉辦入學講座。3月的中三選科家長講座改為錄製短片，上載到內聯網，讓家長及同學了解選科詳情及注意事項。此外，升學及就業輔導組亦安排復課後為中三同學補回選科講座周會及選修科輔導小組，讓同學認識學科及選科要點。

中一至中三34位同學，由於身在內地，未能順利用不同網上平台學習。3月初學校遂另開微信群組進行個別支援及協助解決技術問題。4月中資訊科技組進行問卷調查，了解同學是否能夠使用不同的網上學習平台。

在疫情停課期間，學校主要以線上形式支援同學，讓同學得到學業以外的關顧，遇上問題時可以透過老師的引導、朋輩間的交流及分享得到支持和鼓勵，令同學感受到與老師和同學之間的連結。

復課前，學校進行了全校問卷調查，以掌握同學在停課期間的情況，包括：學習、家人相處、對復課的擔心等。又舉辦不同活動，包括「疫情樽」活動，讓同學表達情緒，從反思中學會感恩，以正向態度面對挑戰；「好心情」計劃



進行「快樂方情式：正向好心情」活動，以提升同學的情緒管理能力。兩項活動除了讓同學表達情緒及反思外，更重要是讓學校及教師瞭解同學情況，希望同學復課時能得到適切的照顧。另外，學生領袖「大哥哥大姐姐」於停課期間進行「Zoom in 問功課互助平台」，幫助中一同學解決學習上的困難。

各級於5月陸續復課，訓導組向全體同學講解回校時應遵守的防疫指引及對同學的期望，每天早上提醒同學進入校園時應進行的防疫工作。德育、公民及國民教育恢復了每次10-12分鐘的早會，以線上形式進行。主題圍繞「重禮貌、明責任、勤學習」，其中有繪本分享、歌曲分享，以及同學分享，展示正向價值觀，鼓勵同學積極面對逆境，不輕言放棄。另外，「大哥哥大姐姐」透過Zoom為初中同學舉辦「初中加油站」點唱周會，師生間互相支持，為同學打氣。升學就業輔導組舉辦高中選科講座、中六DSE放榜升學選科輔導及家長晚會等。

防疫措施

為確保師生及員工健康安全，學校進行一連串的防疫工作。復課前，行政組外聘清潔公司到學校進行全面清潔及消毒。復課後，再次外聘清潔公司到學校操場進行全面清潔及消毒。學校正門設置紅外線探測器，亦於學校正門、校務處外及樓層間備有搓手液和口罩棄置垃圾箱，地下椅桌之間備有隔板。每日下課後，課室均會進行清潔兩次，分別由本校工友及清潔公司協助，以確保課室清潔、衛生及安全。此外，9月復課，學校派發每位學生10個口罩（如同學有額外需要，可再向學校提出需要），並提供大量搓手液供學生索取。

是次疫情是我們從未遇過的處境，未來仍有許多未知之數，難於預計。老師們定必發揮專業精神，支援同學的成長需要，我們期盼同學互相支持，努力學習，疫境自強！





6C (2020 S6 Graduate)

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天助自助者，自助人恆助之

在今年的文憑試中，我有幸考獲不俗的成績，並入讀了自己心儀的大學及學科。坦白說，在讀書上我並沒有太多特別的學習方法，但我也希望能分享一些我個人在應付文憑試時的學習心得，盼望能讓各學弟學妹有小小的啟發。

首先，我認為要做到有效率的學習，第一步是找尋到最適合自己的學習方法及系統。每個人的學習類型都略有不同，可能是視覺型，聽覺型，語言型，或是動覺型，每一種類型都有其特點及學習方法。以我為例，我是屬於語言型的，因此我在溫習時會透過「讀出聲」來鞏固我的記憶，基本上讀兩三次便可牢牢記住，十分奏效。但若然你是動覺型，你可能需要透過做實驗去學習。每個類型的學習者都有其特有的學習系統，故瞭解你自己的學習類型，才能事半功倍。

其次，每個人在課堂上都是學習同樣的內容，如何讓自己能突圍而出，靠的便是一本自己的筆記。課本乃至老師派的筆記其實都是供全班同學閱讀，因此它不一定符合你的學習系統，故整理一本自己的筆記是必要的。我在大部分的科目都有一本自己的筆

記，例如在數學科，我習慣把每一個課題所出現過的所有題型都整理出來，確保自己熟習每一種考試可能會出現的題型。又例如在通識科，我則是把老師上課時提及過的所有例子按課題歸類，整理成一本「例子冊」，這對於應付非常看重例子是否充足的通識科至關重要。所有科目其實都有整理筆記的需要，在此便不一一舉例，但擁有一本自製的筆記絕對是溫習時的好幫手。

再者，許多學生在面對語文科，即是中英文科時，都會出現心有餘而力不足的情況，最後便選擇放棄不讀，或敷衍了事。無可否認語文科的成績很大程度建基于小學，初中的基礎以及自身的語文能力，但這並不代表語文科沒有進步的空間。中文科是我較擅長的一科，但面對不是母語的英文科，我也一度束手無策。所幸後來我發現還是有一些方法可以提升我的英文科成績。這一類科目其實不是沒有可背誦的範圍的，「背生字」便是最直接有效的方法。我從中五開始有一本自己的英文生字筆記，每次學習新字時我都會把它抄在筆記裏，堅持每日背誦5個生字，很快便讓我的詞匯量大增。增加詞匯量是絕對有益于讀寫聽講四份卷的，故只要堅持背生字這個習慣，就能在短時間內提升語文科成績。

最後，我想分享一下我的應試策略。眾所周知在文憑試開始前學生會有一段「study leave」的時間，那段時間說長不長，說短也不短，卻足夠讓一些平日準備充足的學生作最後衝刺，也可讓一些還沒進入備試狀態的同學「挽狂瀾於既倒」，故在那段時間好好努力是尤其重要的。而第一步便是要為自己訂立時間表，我平日也不是一個喜歡設時間表溫習的學生，但那段時間離開了學校，要持之以恆溫習，自己編制一個溫習時間表便很重要了。妥善分配每科的溫習時間絕對可以事半功倍。那段時間我基本上就是重複背書與操卷兩件事，而且每完成一份試卷後，我都會翻檢自己的錯處，找到自己較弱的部分，再加以溫習，像數學這樣的科目我更加會整理一本錯題本，這樣的操卷，才有意義。

每個人都有其獨有的溫習模式，不能一概而論，不過我認為找到對自己而言最有效的學習方法，然後保持勤奮，堅持到底是適用於每個人的。「越努力越幸運」這句話雖然老套，不過在應付文憑試這件事上，我認為是奏效的。





6D (2020 S6 Graduate)

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秒殺終極 boss ?

「光陰似箭，日月如梭。」不知不覺間，六年的中學生涯已經劃上了句號，一切實在來得太突然了。剛入學的情景，現在依然歷歷在目。不過，當想到自己完成了中學最後一個任務——文憑試的時候，總算可以鬆一口氣，心頭的大石也終於落地。幸運地成績還算不錯，沒有辜負師長的期望，沒有白費自己的努力，這是一個十分美好的結局，我是非常感恩的。

文憑試是每一個中學生必須面對的難關，猶如遊戲中的「終極boss」。在遊戲中，過程十分漫長及艱苦，但能擊敗boss，便能獲得大量的獎品。正如文憑試一樣，「擊敗」它，回報不只是成績表上的數字，更重要的是，在過程中培養出自律、意志、毅力等等，這些在未來均能夠大派用場的。

以下我想簡單分享自己的學習心得，希望能盡一分綿力，幫助師弟師妹。

我認為對於學習而言，最重要的莫過於一個字……「勤」。正所謂「一日之計在於晨，一年之計在於春，一生之計在於勤」，如果要有好的學習成果，勤奮是不可或缺

的。天資聰敏的學生，若果不願努力，終究只會浪費他的聰明才智。資質平庸的學生，若果願意刻苦耐勞，便能將勤補拙，取得成果。在學習的路上，較勤奮的學生通常能走得更快更遠。勤奮好像汽車中的引擎，推動汽車不斷前進。不過，只有引擎是不足夠的。

我認為正確的學習方法及計劃，能使學生在學習上能更事半功倍，快捷地掌握新知識，猶如汽車上的導航，讓汽車以最短路線到達目的地。就我而言，在一般上課的日子，自己都會有抄筆記的習慣，回到家後亦會複習當日學到的新知識，例如會把生物課學到的生字寫幾遍，把例如碳循環的圖畫出來，以加深印象。透過每日短暫的溫習時間，日積月累，臨近測驗或考試前，就已經有一定的基礎，只需要整體日常的筆記再加溫習，一般而言都能夠應付得到。假如測驗次數十分頻密，就像中六上學期那樣，以致自己真的不夠時間溫書，那我會建議善用一些零碎的時間，例如上廁所或吃飯的時光，在腦中重溫一些概念，例如可以在腦中背誦中文科的範文，以加深記憶。

接著，我想分享自己在study leave期間的規劃。坦白說，自己並不算那種超級勤奮，一天溫習十幾小時的學生，自問自己一天最多可「有效」溫習8小時。我每一天都會溫至少一科文科及一科理科，當然亦會有操卷的時光。我不建議每天只溫習單一學科，因為長時間對著相似的東西，會讓自己很容易感到沉悶及疲勞，溫習效率會大減。反而梅花間竹地溫文科及理科，便能維持一個不錯的溫習效率。除此之外，在做完一份練習卷後，我會建議仔細核對試卷，把答錯的題目記錄在一本錯題簿中，以方便自己日後溫習，避免重覆犯錯。

此外，我想分享自己的應試心態。越接近開考，越感到緊張及壓力大，是人之常情，最重要的是要懂得如何處理。我習慣臨睡前拉拉筋，以放鬆肌肉。同時亦會閉上眼睛深呼吸，這些方法能有幫入眠。臨開考前，我亦會對自己說一些鼓勵的說話，讓自己以一個自信及謹慎的心態應試。較容易感到緊張的同學，我會建議可以在平日做一些想像訓練，在腦中模擬考試的情況。久而久之，便能讓自己適應那種環境，減少緊張感。

最後，我想以一句老生常談的話作結。正所謂「世上無難事，只怕有心人」，共勉之！





6D (2020 S6 Graduate)

Mr. Chan Lai Fung

Scored 29 points in 5 subjects and Attained 5* in Chinese, Mathematics (Compulsory Part and Extended Part Module 2) and Chemistry in 2020 HKDSE Examination

Now studying Veterinary Medicine,
The City University of Hong Kong

My Secret to Success

I am Desmond Chan from Class 6D, a fresh graduate this year. Here are some of my suggestions and experience about my preparation for the HKDSE. I hope you will find them useful!

First, I would like to share the importance of having a dream to pursue. If you have got yourself a dream job, you are more likely to gain lots of motivation to achieve your dream. No matter how hard the subjects are, no matter how dull the HKDSE curriculum is, you will definitely endeavor to do your best to chase your dream. By contrast, if you do not have any interests or aspirations, you will not be motivated to overcome any difficulties but feel lost and frustrated. Therefore, it is of the utmost importance to discover yourself, find your life goals and think about your future.

I have always aspired to be a vet. It was like my childhood dream when I developed responsibility and passion to save the animals in need. The experience in helping at dog shelters further boosted me to follow my dream. I began to find more information about my future career since Form 5. I found that the City University offers a 6-year Bachelor of Veterinary Medicine program (CityU BVM). Some Australian universities such as the University of Sydney, the University of Queensland and the University of Adelaide also offer 5 to 6-year veterinary medicine programs. As a result, I got myself prepared with different ways to meet my goal.

I would suggest you try to find out your interests and goals as early as possible since you are not going to have much time in Form 5 and Form 6. Then, search for more information about what you should study at university, especially during Form 3 when you need to choose your elective subjects. It is essential since some programs require students to take specific elective subjects. For example, CityU BVM requires applicants taking Chemistry and Biology.

When it comes to studying, time management and diligence are crucial. I may not be the best learner, but I believe that hard work will pay off in the long run. During the study leave, I made myself a timetable, which I decided, before I slept, what I should study the next morning. For example, I learnt five new English vocabulary and recited one of the twelve Chinese passages listed in the curriculum every day, did some mathematic exercises, and revised the notes from tutors or from the school etc.

The following is my everyday study routine during study leave which may not be the best one, so it is only a reference. I normally woke up early at about 6:30 a.m. Waking up early made me feel like having more time. Before having breakfast, I would wash my hair as this would be refreshing and helped me concentrate for a longer period of time. From 8 a.m. to 12 a.m., I recited some English vocabulary and some examples for Chinese Language Paper 2 because I was most concentrated in the morning. Then, I followed my schedule and crossed out the job done in the timetable. After an hour for lunch, I would study one of the two remaining subjects. However, I would take a nap for half an hour at around 4:00 p.m. since my efficiency dropped after lunch. At night, I would indulge myself slightly to do whatever I wanted for an hour. Eventually, I would sleep before 11:00 p.m. Once again, this is only my schedule and you should design the best routine which suits you the most!

You may question that concentrating for a long period of time is impossible owing to outside distractions. However, it was possible for me to study 10 hours a day. One of the most useful apps on your phone is FOREST. It works this way: if you want to focus for an hour, just select 'one hour' for your sapling to grow. During this period, you are not allowed to leave the app, otherwise, the plant will wilt. This worked for me as I was so satisfied with seeing my efforts shown in my own forest.

Time allocation is absolutely important. We all get the same time preparing for the HKDSE. Only when you use the time wisely will you succeed. Let me share with you my experience: When I was in Form 4, I spent most of my time studying Physics and M2 as these two subjects were my weaknesses. However, English, Chemistry and Biology had a heavier weighting when applying for CityU BVM. After realizing the weighting of the program, I shifted my focus on these subjects and even sacrificed Physics and M2 during study leave. It is of utmost importance that you find out as early as possible the specific requirements of the university programs that you are interested in and spend your limited study time wisely, otherwise, time is likely to be wasted.

Some students may extol the virtues of tutorial classes but I caution against taking too many. You need to find time to attend such classes and revise what you have learnt. If you participate in too many, they will become your burden instead of helping you. Limit yourself to taking tutorials for 2 or 3 of your weakest subjects and it should be fine. In fact, the teachers at our school are more than willing to help us. Therefore, don't rely too much on tutorial classes.

I would also like to recommend some YouTubers who share a variety of useful information about the HKDSE. The first one is Melody Tam. She mainly shares useful tips about Chinese Language and English Language papers. As she is one of the top scorers in HKDSE in 2014, you may find her study plans useful too. The second one is Herman Yeung, with whom you may be familiar. He explains past papers of Mathematics, M2, Physics and Chemistry in CE, AL and HKDSE. The final one is Pam Chiu, who shares tips about studying, time management, methods to relieve stress etc. I hope you will find their sharing inspiring.

Finding your dreams, working harder and carefully managing your time are the keys to success. I hope the above information could help your studies. Good luck and beat the public exam!



Biology Study Tour to Boston

Mr. Paul Lau

The Hong Kong Joint Secondary School (HKJSS) iGEM research team program aims to make use of synthetic biology to provide a comprehensive STEAM educational training experience for students. As stated by a top-notch scientific journal - Nature: "The multidisciplinary and convergent nature of synthetic biology creates a powerful learning opportunity for high school students by combining aspects of biology, chemistry, computer science, mathematics, and social studies. We believe, therefore, that integration of synthetic biology into the high school curriculum can provide a dynamic training environment for students and add an excellent engagement and education tool, allowing students to explore both the scientific as well as ethical, legal, and social implications of the field." (Dubé, S., et al., 2017)

iGEM stands for international genetically engineered machine competition (iGEM Foundation, 2020) and it is the most renowned and largest synthetic biology competition in the world. The teams are required to carry out a year-long science research project that aims to use synthetic biology to solve a daily life problem. The participants gather in Boston, US to join the annual iGEM jamboree and present their projects to the audience from around the world. Every year, more than 350 teams from over 40 countries (iGEM Foundation, 2019) join the competition and meet up at the jamboree.

Six of our students were recruited in S3 and since then they have attended lectures, workshops, and meetings to prepare for the research project. During the course, they also had the opportunity to visit different schools from the joint school team in Hong Kong, university laboratories, and public events such as symposiums and seminars of iGEM.

With 14 months' effort from everyone in the joint school team, our team was honored to obtain the Gold Medal Award from the competition and this was the first time that a high school team in Hong Kong achieved a Gold Medal award in the competition's history. Our winning project was titled "E. coli as the synthetic absorbent of heavy metal in aquaponics systems", the project detail is available at https://2019.igem.org/Team:Hong_Kong_JSS

As their teacher, I was definitely delighted to see the team achieve an amazing result from the competition, and more importantly, I treasured the commendable journey that the students could experience from this program. This program not only allowed the students to gain knowledge in biology but also allowed them to learn the process of scientific research, the nature of science, while broadening their horizons by joining such a great international event. I would like to take this opportunity to express my deepest gratitude to parties that made this program possible, including Tin Ka Ping Foundation that generously sponsored our team, Professor Victor Lau Kwok Chi (The Chinese University of Hong Kong) and Professor King L Chow (The Hong Kong University of Science and Technology) who were the advisors for our program, and our school, which provided unlimited support to our students and our projects.

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KUNG KAM CHIN • 6B (09)

This marvelous journey started with a ridiculously bad idea of being able to skip school for nearly 2 weeks but it ended up being something positive whereby we got a chance to learn things we could never during a normal school day.

To be well prepared for the upcoming competition that we planned to take part in, we started to learn some basics of synthetic biology at the end of last year. We did this through a couple of lab meetings as we had to be organised in completing our project. We proceeded with plenty of experiments over the year to prove our hypothesis. Unlike the previous year, when the bacteria failed to remove heavy metals present in water as we had anticipated, some significant results were shown this year. After finishing the whole project, we attended several joint-school meetings to discuss how we could demonstrate the success of this project at the competition.

During the first few days of our trip to the US, we got a chance to visit Boston, a city that is quite different from Hong Kong in terms of the weather and lifestyle. The competition started on 1st November and it could be described as a gathering of people who loved science from all around the world. People gathered at iGEM to demonstrate and discuss what they had been doing to contribute to the world throughout the whole year. We discovered that students from different places in the world had different concerns and used different methods to do scientific research, some were just so creative.

Until now, I still cannot believe that this dream of a journey finally came to an end. This is probably the reason why I call it a "dream"... It was truly unforgettable.



Group photo of HKJSS iGEM research team



Presenting our project ideas to the audience and judges

HENRY LAU YUEN HANG • 6A (20)

This trip to Boston was a ten-day journey. In the first few days, when the competition hadn't started as yet, our teacher showed us around as we visited different renowned colleges in Boston such as MIT and Harvard University, and the museums were incredibly amazing, truly unforgettable.

While visiting the museums, we saw many science exhibitions and watched different kinds of scientific experiments. We had a chance to interact with native tutors, as they performed experiments which differed completely from those in our textbooks. Besides, we got hands on experience, which was remarkable.

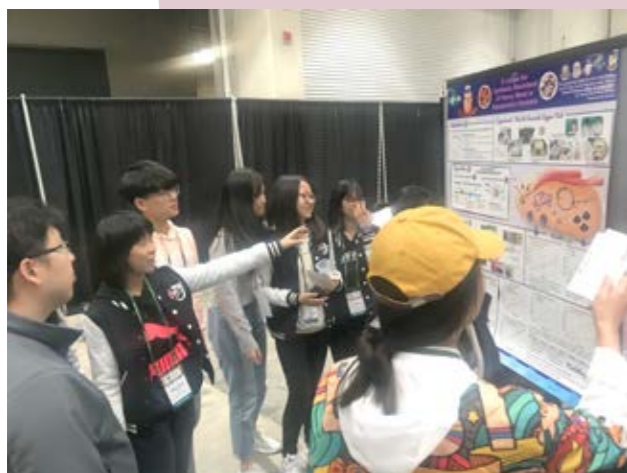
After visiting these museums, we prepared to do our own experiments. People may think that it's easy to present a project to the public, but I can tell you the experience is in striking contrast with the projects you present at school. We met in the hotel day after day to make many changes to the experiment to ensure our presentation would go well. The process was an exhausting but rewarding one.

All the hard work was worth it as we were awarded a gold medal for our presentation. Our efforts were worth it. As a science student, I think this competition was definitely worth- joining because out of all the competitions I have participated in in my life, none have been as phenomenal as iGEM. This competition not only does it enable you to acquire more knowledge in science, but it also helps enhance your enthusiasm in the subject.



While visiting famous tourist attractions in Boston, such as Quincy Market, Freedom Trail, Bunker Hill, and many more

TAM WING CHUI • 6A (11)



Presenting our poster to the other teams

I was pleased to be a member of the HKJSS team in 2019 taking part in iGEM. Taking part in this international competition helped broaden my horizons. In the giant jamboree, I listened to presentations by given by prestigious university personnel and I learned how to improve my presentation skills and knowledge in science. Moreover, I got to know more about the level of students from different high schools in different countries. But participating in iGEM was not an easy task. We worked over a year to prepare for it. We were responsible for the experiment part. Assembling in the biology lab and doing experiments became a routine. But it was not a tedious experience instead I acquired how to use a micropipette and how to grow bacteria, to mention a few. I will always treasure the memories and knowledge I gained from this trip.

ELLIE LAM • 6B (10)

In October 2019, I was honoured to join the 2019 iGEM competition held in Boston, United States. Our team, the Hong Kong JSS consisted of students from four secondary schools in Hong Kong.

In order to be well-prepared, we met several times and had lab meetings with other schools. We learnt more about the project from students who joined in the previous year. We aimed to improve on the project that they did before, as their bacteria failed to remove the heavy metal from water as expected. This year, positive results were shown.

During the days of the competition, we stayed in the convention centre to present our project and to listen to other teams' presentations. I listened to different teams such as MIT, Oxford, and Harvard. Although their projects were not easy to understand, I still gained a lot from the

experience. Other than the undergraduate and post-graduate teams, there were also other high school teams that joined the competition like us. But they were also able to produce great projects, which allowed us to see the level of ability in other high schools around the world, and also helped us reflect on ways to improve.

Our team was honoured to have won the gold medal in the high school category. I hope we can get an even better result in the coming years.



Our iGEM research project poster



The research project achieved a gold medal award

JASMINE YU ON YI • 6B (20)



At the renowned Boston Museum of Fine Arts, the Museum of Science, MIT museum, and the New England Aquarium

The 12-day Boston trip was certainly the most unforgettable journey that I have ever been on. Before the start of the competition, we visited some must-go to places in Boston, like Harvard University, MIT, Harvard Museum of Natural History, Art and Science museum, to name but a few. These were mostly academically related, and they definitely helped enrich my knowledge in both sciences and history. Apart from visiting several museums, we also watched NBA, I could feel the mood at its highest pinnacle and it was absolutely a different feeling watching live compared to watching in front of a TV at home. I was an incredible moment.

After the NBA game, we came to the most essential part of our trip, the iGEM competition. We prepared for our presentation by practicing our script, preparing for the Q&A part every night. Basically I could say it was the most exhausting part of the day. During the course of the competition, the events were mainly divided into two parts, one was the poster section and the other one was an on-stage presentation to share our project with the audience and the judges. The whole experience not only helped enhance our knowledge, but unearthed our potential and also bolstered our confidence, which could never be learned from a textbook.

KATIE KWOK TSZ YIN • 6A (08)



Touring the Massachusetts Institute of Technology (MIT) and Harvard University

Fortunately, the effort paid off. We won the gold award, which was out of our expectations, we screamed and we laughed after the host presented our prize.

Finally in the last few days, it was time to show the results of our hard work throughout the year. During our leisure time in the convention centre, we watched others' presentations in order to learn more. We went for the renowned ones including Harvard and Oxford University. I can say their presentations as well as their projects were impeccable. Their presentations exuded confidence and professionalism. Well, for me, iGEM was surely a wonderful event to learn from.

The trip was an unforgettable one, as I gained a lot that can't be learnt textbooks. 'He that travels far knows much', I guess this is true.

In late October, we embarked on a remarkable journey that left me with plenty of good memories. Before our iGEM jamboree, we visited a lot of places in Boston, such as MIT, Harvard University and some renowned museums with exhibits of a lot of interesting models and machines for scientific demonstration. The most astounding machine I saw was the thunderstorm generating metal, which could generate static electricity and it could even perform a song by the sound produced in the process, which was very fascinating.

I remember participating in the Boston Duck Tour around the city, where we rode in a duck shaped bus which could go both on ground and on water. I tried driving it on water, which was a lot of fun.

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Show Your Talent

by Ms. LeBon

Are you a student eager to explore your boundaries and expand your horizons? Do you have skills that you want to showcase to the world? Student competitions provide a myriad of opportunities for you. They can be a platform for you to demonstrate your talent, a stepping-stone to achieving greater things in life. They represent unconventional but effective ways of securing internships, scholarships, jobs and exposure to real world-issues.

In light of this, the English Society and ECAC successfully organized and held the school's first ever Inter-house Academic Quiz competition in the first term of academic year 2019-20. The Inter-house Academic Quiz was based not only on English subject knowledge but also tested students' general knowledge about the world around them. By participating in this inter-house competition, the students were presented with a new opportunity to show their talent in various fields such as music, mathematics, science, sports and geography to name a few. Students passionate about a subject

collaborated as teams within their houses, to showcase their knowledge and interests. They applied their skills and earned valuable points for their houses in a competitive atmosphere.

The Inter-house Academic Quiz was a well-structured, consciously designed competition which fostered collaboration and team work within the school community. The English Society worked alongside the ECAC to organize this inter-house competition, which encouraged the committee members to take on challenging tasks that required good communication, collaboration, and teamwork. The fact that they were striving to achieve such a challenging task together, made them work harder at understanding their specific skills, and how to work in partnership with one another. As for the competitors from each form, they worked well to collaborate within their houses. The fact that they knew other teams were aiming to achieve the same goals, went a long way in motivating the teams to become more cohesive, and better collaborators.

Through competitions students can gain better understanding of how to deal with conflicting opinions and ideas. They can learn how to collaborate with widely differing personalities. They can learn to manage subjectivity in their lives. And they can learn to better gauge and evaluate risks.

Persistence, resiliency, and grit are all components of mental toughness. These valuable real-world skills come in



There are no short cuts to success.



Challenges are what make life interesting.



Form 5 students finishing strong.

enter? Remember, this is not time wasted; it is time spent learning and growing.

Competitions provide an enriching and stimulating experience that allow you to apply your knowledge to a specific, practical problem. Just like the Inter-house Academic Quiz. And, if you do not win this time, just enter again. The more you participate, the better you get.



Form 1 accomplishing incredible things.



Every achievement starts with the decision to try.

handy across every area of our careers and lives. We must know how to bend and not break under pressure. We must learn how to handle stressful, competitive situations. Students faced with tough challenges can learn how to pick themselves up and try again when they fail. They can learn through their participation that failing to achieve the best marks is not the end of the journey, but just a stepping stone, and an amazing learning experience. So, what if you do not win the student competition you



中四級通識科

「可持續發展」學習活動



2019年10月，通識科於中四級以單元六——「能源、科技與環境」的「可持續發展」為主題的學習活動，鼓勵學生以議題探究方式，分析本港以至世界各地所推行的措施、計劃，以及政策等是否符合「可持續發展」的原則。在過程中，學生需要以小組形式構思題目、探究有關議題、從不同角度分析，並由此作出判斷，確立自身對議題的立場。經歷了班內匯報後，每班挑選一組代表在禮堂進行匯報，了解其他班對可持續發展的理解。學生從中掌握評論題的技巧，從中亦能提升小組協作、溝通等能力。

為了鞏固所學，老師整理各組重點，加深學生對「可持續發展」的認識。匯報情況如下：



學生準備品嚐「可食用餐具」，身體力行實踐「可持續發展」概念。



負責匯報的學生與在台下同學進行答問，引起一些哄動。



學生在台上就題目——「可食用餐具是否符合可持續發展的原則？」進行匯報。



學生在台上就題目——「利用廢棄動物毛製造皮革可否達致可持續發展？」進行匯報。

同時，科組在匯報後，加入「建設低碳排放餐廳」的遊戲。透過一系列的小遊戲，以企業及消費者的角度了解減低碳排放的好處，並藉此加強對全球暖化及氣候變化等概念的認識。

遊戲情況如下：



學生正在合力移動「食材」，務求令有關菜餚達至較低碳排放的標準。



學生先把氣球吹大，再放走球內氣體，「感受」如何減少碳排放。



親炙「香港非物質文化遺產」體驗日

「傳承『動』起來：香港中小學中華文化課程設計與推廣」為「優質學校改進計劃」(QSIP)下的項目，並由田家炳基金會贊助。

該項目從「香港非物質文化遺產」切入，從文化角度來說，讓本地學生先認識身邊的「香港非物質文化遺產」項目，建立身份認同感；在學習方面，這是一個集認知、考察、體驗於一身的跨學習領域課程。

2A 朱嘉儀

在這次三棟屋參觀活動中，我認識了很多中國傳統文化。看到了舊時的屋宇結構，嘗試了使用扯線公仔和欣賞了皮影戲。

在眾多節目中，我最喜歡製作蛋撻和介紹盆菜的環節，因為我們可以親手製作蛋撻和看師傅製作盆菜，令我更了解傳統飲食文化。

2C 林穎涵

參觀三棟屋時 我們先參觀了三棟屋四周的環境。之後便開始了解皮影戲和提線木偶等工藝，並進行體驗。其中我最深刻的是杖頭木偶，因為杖頭在木偶中屬最重也是最大的。體驗過程是由兩位同學互相配合，但不到五分鐘他們已感到手臂酸痛。

另外我們更認識了有關盆菜嘅知識，包括當中的食材、盛載用具和放食物的次序。這次參觀學到的知識令我對中國文化有更深了解，亦令我對傳統文化更感興趣。

2A 張天盈

是次三棟屋參觀活動，真是令我獲益良多，深深感受到中國文化的奧秘。其中最令我深刻的是盆菜製作介紹，盆菜裏面的材料數之不盡。以前的盆菜都是由家人親手製作的，令人在冬天也感到溫暖，但現今許多家庭也不再親手製作盤菜了，那份吃盆菜的意義也逐漸被遺忘了。

2A 何灝程

在這次到三棟屋的參觀活動中，我認識了很多不同的中國傳統文化，例如傳統盆菜飲食、中國傳統建築結構、木偶公仔和皮影戲等等，令我對中國傳統文化更感興趣。



同學在介紹中國傳統食品的環節中可以嘗試製作蛋撻。



盆菜師傅向同學展示製作傳統盆菜的工具。



盆菜師傅解釋傳統盆菜食材擺放的次序。



在木偶大師的悉心指導下，同學嘗試控制中國傳統木偶。



中一甲同學參與由香港中文大學「優質學校改進計劃」舉辦及由田家炳基金會贊助的「傳承『動』起來：香港中小學中華文化課程設計與推廣」活動。

Mathematics Society



S1 Mathematics Competition

The Mathematical Society organizes activities for students from all grades every year. Among these activities, the largest events are the Secondary One Mathematics Competition and Mathematics Week.

The Secondary One Mathematics Competition is held every year in October. The purpose is to increase interest in Mathematics and to understand the importance of cooperation amongst classes for Secondary One students.

Mathematics Week is held every year between March and April. The students in-charge of the Mathematics Society carefully design varied math activities and competitions, such

as estimating activities, decoding, twisting dice contests, math quizzes, mathematics talks amongst many others. Students have the opportunity to apply their knowledge of mathematics beyond the textbooks and experience the interesting side of the subject.



3 dimensional figures bubble game during Mathematics Week



中一自行收生申請表格