



# IB

HERALD  
inspiringbrilliance

an excursion  
WITHOUT  
**BOUNDARIES**  
CAS Trip 2012

PERSPECTIVES  
Facebook on campus

ART  
The Art Revolution

SPECIALREPORT  
Enrichment Day

BIMONTHLY NEWSLETTER

ISSUE TWO

**JAN 13**



DIOCESAN BOYS' SCHOOL  
INTERNATIONAL  
BACCALAUREATE







## EDITOR'S NOTE

To our readers:

This edition's focus was on our G11 IB CAS trip which was the experience of a lifetime. The various challenges and difficulties we faced together were crucial in developing our team-work and group spirit. However the most important aspect of the CAS trip was how enlightening the experience was.

Throughout the CAS trip, I was struck by how different a society can be when it is physically so close to Hong Kong. I witnessed first-hand how Thai people are content with their share in living such a frugal lifestyle. In contrast, our own lives here in Hong Kong are filled with desires, wants, and an unquenchable thirst for more. We take everything for granted in our society from our top notch education to the clothes on our backs. These differences in principle and living greatly broadened my horizon on a global perspective of the world.

We tutored Thai students in English, an opportunity for them to learn how to communicate and express themselves. English a language that we are blessed with the privilege to be able to learn with countless ways to improve on it and vast resources to grow in knowledge in it. The Thai students walked strenuous lengths to school, whereas we have efficient transportation to save us such labor. The CAS trip was an illuminating journey which allowed us to reflect on how different two societies are in their ideals and way of life, to ultimately illustrate how fortunate we are to possess such a distinguished education when others have so little.

Questions concerning the IB Herald are respected and welcome. In order to give suggestions, criticisms, praise, or questions please email me at [dbsibnews@gmail.com](mailto:dbsibnews@gmail.com).

Sincerely,

YANSHUN MUNG



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### AN EXCURSION WITHOUT BOUNDARIES - CAS TRIP 2012

In December, our IB1 students traveled to Thailand. In this article, we will talk about the activities they did and, most importantly, the things they learnt.

YOU-CHUAN JIN

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Cover: Magne Health & Fitness (shoeprint), map (Escat), collage (Jason Yuen)  
Photos (Clockwise from Tolkien): The Film Stage, Tate, Jason Yuen

## TIPS

# The IB Maths SURVIVAL GUIDE

YOU-CHUAN JIN, NICHOLAS WONG

Photos: deviantart, Great Gifts for Men

### PREPARING FOR EXAMS

When talking about exam preparation, students often think of the last few weeks, or even last few days, before the exam. However, to succeed in IB examinations, especially for Mathematics, you have to repeatedly revise the theory and knowledge learnt in class. For instance, practising the problems in your textbook consolidates your knowledge and ensures your complete understanding. If you encounter any difficulties, be sure to ask your teacher or fellow mathematicians, or else you will suffer if similar questions appear in the exams. Simply memorizing the formulae is not enough; you must understand their applications and relevant techniques. Furthermore, be prepared for questions that interweave different Mathematical topics, such as complex numbers and binomial theorem.

Of course, the days immediately before the exams are also important. Go through all topics you have covered in your practice, and do more problems on the more difficult topics. **DO NOT CRAM ON THE NIGHT BEFORE THE EXAMS!** Practising IB past papers is highly beneficial: not only are the problems interesting and diverse, they also help your speed and pacing in

solving problems. Remember to pack your stationery and a fully charged calculator (see Use of calculators below), and have at least eight hours of sleep for a guaranteed performance boost on the day of exam. IB Mathematics examinations evaluate your understanding of mathematical knowledge and sometimes your instinct and intuition, all of which you acquire when practising mathematics questions.

### COMMAND THE COMMAND TERMS

Reading a question carefully is the first basic strategy towards success in any written exam. Part of that careful reading should focus specifically on the key verbs or introductory phrases used in the questions, because these command terms hold a wealth of information about how to solve them. Take your time to familiarise yourself with these terms, including: calculate/ find/ determine, differentiate/ integrate, solve, draw, sketch, plot, deduce, justify, prove, show that, and many other terms.

### USE OF CALCULATORS ON EXTERNAL ASSESSMENTS

Students are permitted and expected to





You have to repeatedly revise the theory and knowledge learnt in class.

use a graphic display calculator (GDC) on some of their IB Mathematics exams, depending on which course the student takes (Mathematical Studies SL, Mathematics SL, Mathematics HL, or Further Mathematics SL). Calculators are not permitted on the Paper 1 exam for either Mathematics SL or HL. All other types of calculators are prohibited on all IB exams, such as those found on phones, watches, or PDAs, or those equipped with a Computer Algebra System (CAS).

To be approved for use on IB exams, a GDC must have its memory cleared and all programs and applications removed, except for the following specifically approved applications: finance, catalog help (CtlgHelp), polynomial root finder and simultaneous equation solver (PolySmt), as well as language localisers. To clear the memory of TI-84 Plus, press the blue “2ND” key at the top left, press the “+” key, then select item 7 “Reset”; clearing RAM memory or system memory clears the RAM and deletes all applications. For the TI-Nspire (CX), turn the device off, press and hold the “ESC” and “HOME” keys, and simultaneously turn the device on, and the handheld will enter Press-to-Test mode, indicated by a blinking green LED; all previously created documents are restored once Press-to-Test mode is exited . **IB**

**Mathematical Studies:**

1) What will an investment of \$6000 at 7% p.a. compound interest amount to after 5 years?

2) What part of this is the interest?

**Mathematics Standard Level:**

1) The profit, \$y, generated from the sale of x items of a certain luxury product is given by the formula  $y = 600x + 15x^2 - x^3$ . Calculate the value of x which gives a maximum profit, and determine that maximum profit.

**Mathematics Higher Level:**

1) Show that the imaginary part of the number  $[(1+i)/(1-i)]^{2011}$  is -1. Proof

**Challenging Questions:**

1) 10 children numbered 1 to 10 are to be arranged to 10 seats number 1 to 10. If it is required that exactly 7 children be assigned to a seat matching their numbers, how many different seatings are possible? [Pui Ching Maths Competition 2009] 240

2) Let  $f(x) = 8x^3 + 24x^2 + 8x - 3$ , find  $f(-2.999)$ , estimated to three decimal places. -26.920

3) Let the remainders of  $f(x)$  when divided by  $(x-a)(x-b)$ ,  $(x-b)(x-c)$ ,  $(x-c)(x-a)$  be  $3x+5$ ,  $4x-1$ ,  $2x+1$  respectively. Find the values of a, b, and c; -4, 6, 1 and the remainder of  $f(x)$  when divided by  $(x-a)(x-b)(x-c)$ . 0.2 ( $x^2 + 13x + 1$ )

Maths Studies: 1) \$84153.1 2) \$2415.31  
Maths SL: 1) 20, \$10000  
Challenging questions: 1) 240 2) -26.920, 3) 0.2( $x^2 + 13x + 1$ )

**ANSWER KEYS**



# LITERATURE



In a hole in the ground there lived a hobbit... named Bilbo Baggins (Martin Freeman), who embarks on an ambitious journey with the wizard Gandalf (Ian McKellen) and a company of dwarves led by Thorin Oakenshield (Richard Armitage) in The Hobbit: An Unexpected Journey, Peter Jackson’s film adaptation of J. R. R. Tolkien’s first Middle-earth fantasy novel. Although their goal, the lost Dwarf Kingdom of Erebor, lies at the wastelands of the Lonely Mountain, first they must escape the goblin tunnels, where Bilbo encounters the creature Gollum, gaining possession of his “precious”, a simple, gold ring that is tied to the fate of all Middle-earth.

Set “between the Dawn of Færie and the Dominion of Men”, Tolkien’s The Hobbit, or There and Back Again, is one of the most delightful and imaginative children books. Like Lewis Carroll’s Alice in Wonderland, it was written for the author’s children, and then inevitably found a larger audience with its everlasting freshness and appeal. To an adult who reads of the conflicts between the dwarves, Smaug the Dragon, the Lake men and the Elven King, the thought of how legend, tradition and history meet and merge is irresistible, but for young readers The Hobbit is a glorious account of a magnificent

and humorous adventure.

Though a respectable and stay-at-home hobbit, Bilbo leaves his comfort zone in the Shire on a dangerous quest, swayed by Gandalf’s promises of discovery and his daring Tookish side. As Bilbo’s adventures unfold he becomes a rather different person; he learns to rely on himself: rescuing the dwarves first from giant spiders of Mirkwood and then from the Wood-elves’ dungeons, even scouting Smaug’s lair and learning his armour’s weakness. Thus, Gandalf’s moral strategy in recruiting Bilbo is judicious, yet also quietly poignant: “I found it is the small things, everyday deeds of ordinary folk, that keep the darkness at bay. Simple acts of kindness and love. Why Bilbo Baggins? Perhaps it is because I’m afraid, and he gives me courage”. As his self-confidence and keen judgment increase, Bilbo plays an increasing significant part in the great events which unfold at the Lonely Mountain.

In contrast to its enduringly popular source material, An Unexpected Journey has received mixed reactions from critics, because of the addition of supplementary material from Tolkien’s other works on the universe of Middle-earth. These somewhat lengthy narrative detours, rife with slapstick



humour and expansive detail, appear to rob original story of its forward momentum and sense of urgency. Nevertheless, the journey to the Lonely Mountain displays Bilbo's personal growth and forms of heroism, which are crucial themes in Tolkien's story.

Furthermore, with Freeman's perfect casting as Bilbo, the scene with Gollum (Andy Serkis) has become one of the film's most powerful moments: this centrepiece confrontation is brilliantly re-envisioned through the Sméagol/Gollum split personality, introducing the element of suspense and anxiety to the battle of wits and mettle. Moreover, the brief yet engaging appearance of a mysterious Necromancer, Sauron, forging his dark power in secret, promises the audience another climatic battle of good and evil that was only fleetingly referred to in Tolkien's book.

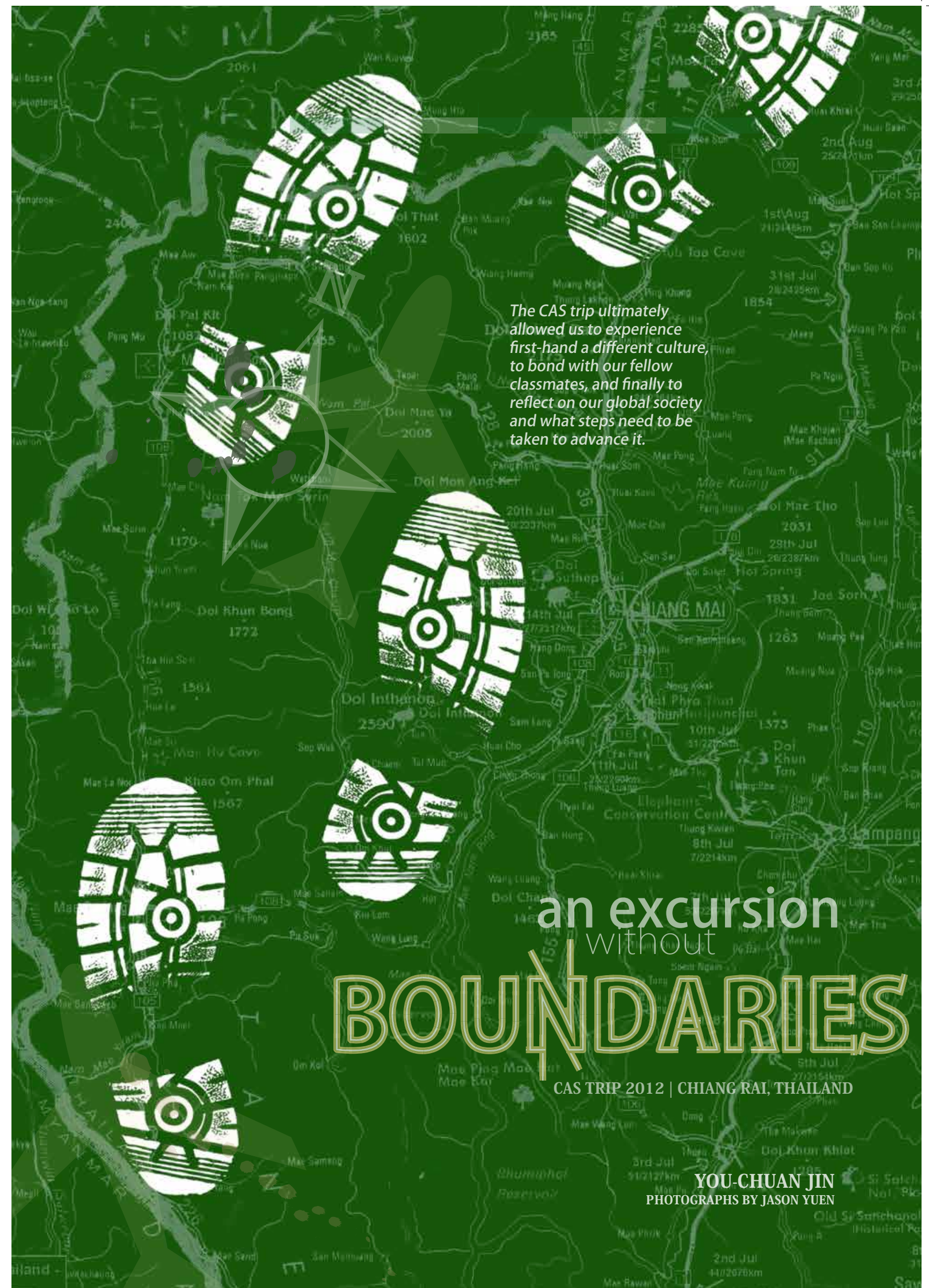
Likewise to Lord of the Rings, The Hobbit is essentially a classic Three Act story: the first film is the heroes' journey to the edges of Mirkwood, ending with the Lonely Mountain in sight; the second film, The Desolation of Smaug (2013), will lead our band of dwarves to their conflict with the Wood-elves, and finally the showdown with Smaug; lastly, the third film, There and Back Again (2014), will be the Battle of Five Armies, presumably against the Orc chief Azog, as the chief antagonist. Instead of diminishing the original work, the additions made by scouring the appendices – such as the appearance of the eccentric wizard Radagast the Brown, the meeting of the White Council, the hunt and personal conflict between Azog and Thorin – have offered us a real-time glimpse of the gathering of good and evil.

The Hobbit: An Unexpected Journey ultimately offers an enormous amount of fun, energy and a bold sense of purpose. Its epic landscapes and explosively dramatic battles urge us to eagerly await the next two installments in the trilogy. Nevertheless, it never quite recaptures the wonder, mystique or moral values Tolkien

sought to deliver in the original Hobbit. Fortunately, the film's moving soundtrack parallels the book's beautifully crafted songs; they evoke our childhood fantasies and strengthen our fascination of Tolkien's Middle-earth. **IB**



The Hobbit: An Unexpected Journey ultimately offers **an enormous amount of fun, energy and a bold sense of purpose.**





The school's IB1 students went on a project trip in December to the Maekok River Village Outdoor Education Centre in Chiang Rai, Thailand. During the CAS trip we helped a poorly funded school in Pong Hai, Chiang Rai to improve the study environment of Thai students by launching building and community projects. These projects included painting and furnishing newly constructed classrooms, laying the groundwork of a much needed medical room, and teaching the local children simple English vocabulary and grammar. Our hope was to raise their educational level and learning environment by improving the local infrastructure and exposing them to active English-oriented interactions.

In addition to projects, we also engaged in several team-building activities such as kayaking, biking, and hiking in order to meet the Action component of CAS. Teamwork, perseverance, and patience were instrumental in ensuring every student's success. Despite our physical exhaustion, we also had invaluable opportunities to appreciate learn more about Thailand by creating local delicacies like green curry chicken in the cooking course, as well through understanding and respecting its diverse culture and religion by interacting with local people and visiting temples.

One of the most rewarding and memorable experiences was our overnight stay at a bamboo bungalow in Pong Hai. We were able to see

entire constellations of stars at night, and witness a dawn in which the sun broke through the mist covering the mountains. These experiences strengthened an awareness of the effects of tourism and development that we do not always feel in Hong Kong, whose grandeur of nature is overwhelmed by light and air pollution.

In my opinion, the CAS Trip to Thailand was indeed both challenging and enjoyable: a personal journey of self-discovery that encouraged us to think and reflect on what the experience had taught us. In addition to team-building activities, student-led activities were also organized to improve individual leadership skills and communication capabilities. Though some activities failed to interest and involve our fellow students, the majority of student-led activities turned out to be successful, with many students expressing enthusiasm in the games or events.

The CAS Trip to Thailand concluded with a boat ride on the Maekok River, elephant rides, and night market visits in Chiang Rai's city centre. Together with the community and service projects, team-building activities, and overnight stay in Pong Hai, these events enabled us to value and enjoy Thailand's environment and unique culture. Most importantly, we worked and cooperated with fellow students, the instructors and teachers, partaking in numerous activities that helped broaden our minds and enrich our academic studies. **IB**

▼ (From left to right)  
Sun rises over Pong Hai,  
cave painting in Fha Hom  
National Park, children in  
Pong Hai



## INTRODUCING CAS (CREATIVITY, ACTION, SERVICE)

CAS promotes student involvement in a range of activities to complement and enrich their academic studies. The CAS component emphasizes the importance of life outside the world of academics and the three aspects are characterised as follows:

**CREATIVITY:** arts and other experiences that involve creative thinking, such as in designing and implementing service projects.

**ACTION:** physical exertion by participating in individual and team sports, and also by taking part in expeditions and in local or international projects.

**SERVICE:** a host of community and social service activities which can include visiting hospitals or working with homeless people.

CAS provides a refreshing counterbalance to the academic pressures of the rest of the IB Diploma Programme. CAS Trips, or overseas expeditions organised by IB World Schools, fulfill many aspects of the CAS curriculum and offer huge potential for relevant projects and further learning. Undertaking a community or conservation project as part of the CAS Trip is an ideal way for students to satisfy the Service element of CAS, and it is often the project section that is the most fulfilling.

"Learning is the process whereby knowledge is created through **the transformation of experience.**"

-David A. Kolb, 1984

▼ (From left to right) Hiking in  
Fha Hom Phok National Park,  
resting near the hot spring,  
hilltribe village, children in Pong  
Hai







# PERSPECTIVES

## facebook<sup>®</sup> pros&cons: in campus

NICHOLAS WONG, YANSHUN MUNG

Photos : teenspeak, Wikipedia, realltimetricks

### PROS YANSHUN MUNG

Facebook in school. What a ridiculously audacious notion! Why should Facebook ever be permitted in school? For a myriad of reasons. There are countless possibilities and opportunities which Facebook as a social networking website offers students and teachers at school. Given the dynamic technology that surrounds us, old-fashioned means of communicating such as mail and flyers are inadequate to new possibilities. Facebook offers practical rewards and meets most people's need for instantaneous communication.

Facebook as means of communication is a phenomenon which has struck across this world so swiftly that almost everyone has been exposed to it. Almost everyone has a Facebook, and it is likely that if YOU as a reader also has one as well. Facebook gives the school the ability to send out mass messages to everyone which may include school holidays, weather warnings, important notices and much more. It already functions in something like this way for the school's boarders, who have their own group on Facebook. In theory, groups could be created for each class and homework assignments given out in the form of posts. There is

a similar system in the IB which is ManageBac, however Facebook is much more convenient because it not only provides messages, but also groups for discussion. This way the school can facilitate greater discussion and learning for its students. Even the Headmaster has a Facebook, allowing immediate contact and much more efficient communication. Although communication on Facebook may seem more casual and informal than by old-fashioned media, it is not only the medium but also the status quo of formality that has changed. Recognition of this transformation would allow the adoption of Facebook as a platform for speedier and more efficient communication, which would benefit the school.

In spite of these benefits, there is still the question of how to regulate Facebook use and ensure that this tool is used for educational purposes. The answer is relatively straightforward. The IB Library monitors computer and electronic use by confining all of it into a single area. Similarly, Facebook use could be also monitored in this way to prevent students from abusing their privileges. Once a working system for use was adopted, teachers and



students alike could benefit from the connections it makes possible. These connections benefits students as well, allowing students who are shy to expand their social circle to develop their social skills. By improving the confidence of students to communicate and overcome social anxiety with Facebook, it may allow students to be happier at their school which will improve their grades. This network created by Facebook not only allows students to develop their sense of community, but also to share knowledge. Facebook allows the expansion of understanding and experience between students so that they can grow independently and be self-motivated to ask questions to improve themselves to become open-minded.

In conclusion, Facebook has a number of merits which can enhance school for both students

With the boom of information technology, the Internet has become an indispensable tool for us students. One of the most important advantages that the Internet brings us is the much-improved efficiency in communication. In particular, social sites like Facebook have become a key part of daily communications. However, significant drawbacks are brought together with the convenience of Facebook as a means of communication, and these should not be overlooked when considering the allowance of using Facebook at school.

The very first issue that comes to our observation once we allow Facebook at school is the ability of Facebook to distract students from their proper studies. Studies have shown that with the advent of social networking sites, the average amount of time spent on the Internet per month has doubled since 2006. As social sites like Facebook increasingly

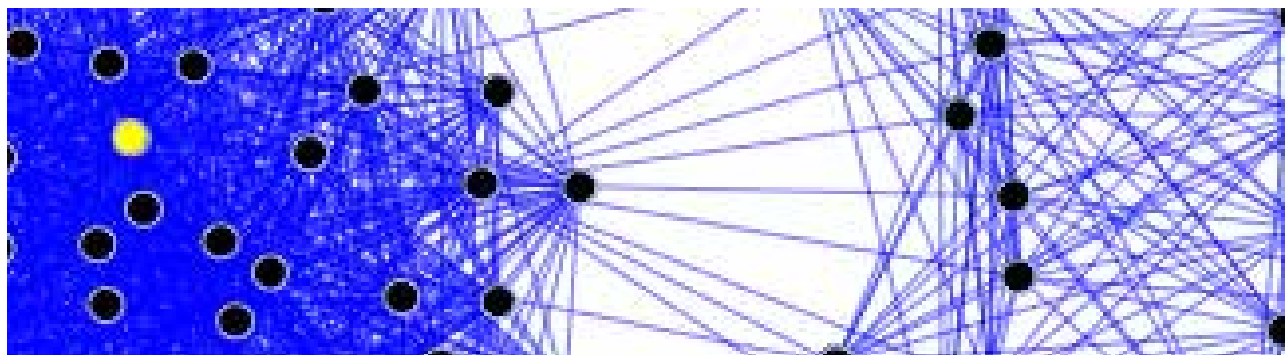
enrich themselves with different features (games, chat, groups etc.), the use of these sites has increased drastically. As students, we are easily attracted by online games and socializing, thus losing our focus on our studies, promoting procrastination of important schoolwork amongst students. Due to the extremely addictive nature of Facebook, students may be preoccupied with Facebook for most of their time at school if Facebook is allowed, hence removing their opportunities and interest to learn.

The use of Facebook also limits our opportunities of verbal communication. We no longer need to communicate face-to-face with the chat features of Facebook. While this may bring convenience for long-distance communications out of school, it brings little advantage to a small community like a school, where we meet our classmates daily. The IB Diploma language courses put a

### CONS NICHOLAS WONG







strong emphasis on oral assessments. Our ability to communicate verbally may be reduced by an overreliance on Facebook as a means of communication.

The use of Facebook for the IB session alone may also trigger negative responses from the local curriculum students, as we enjoy a higher privilege than they do. It may worsen the conflict between the local students and IB students if they find that we can use Facebook at will during school. It may cause a problem for our school as a whole. Last but not least, the content that we view on Facebook is not regulated by the school. It is almost impossible to control what we view on Facebook once we are allowed to use it. The school can do little to prevent students from viewing content that is inappropriate within the boundaries of the school rules.

To sum up, though Facebook is a very effective platform for

communication outside of school, it should not be brought into the school, as it is a highly controversial matter. It also brings forth many disadvantages to students, who may use Facebook inappropriately. It is nearly impossible to maintain a solid ICT policy among the students once Facebook is allowed. Thus, I think that Facebook should be kept outside of school as a means of occasional relaxation from our studies, and not as a replacement of our current communication system.

**IB**

## ART



# THE ART REVOLUTION

A REVIEW OF ANDY WARHOL: 15 MINUTES ETERNAL

JASON YUEN, KRIS WONG

For thousands of years, people have tried to figure out the nature of art. Countless philosophers and artists have made attempts to give an accurate definition of art. Sadly, they have all failed. Now we know that the purpose and nature of art is ever-changing. Artists always challenge the understanding of art as history and the society progress. One of these 'rebellious' artists was Andy Warhol. As a Pop artist, Warhol frequently challenged the prevailing idea that art must be supreme and detached from our daily lives. The Hong Kong Art Museum is now organizing an exhibition featuring over 400 works made by Warhol, including the famous portraits of Marilyn Monroe and paintings depicting Campbell's soup cans. Through the integration of art, media, and mass production in his works, Warhol proclaimed the return of art from a high, unreachable status to our daily lives and popular culture.





During the 60s and 70s, Warhol produced a large amount of artwork. His subjects varied from celebrities to factory products, but the majority of them have one thing in common: media. Warhol widely used silkscreen in his production, which is the reason one will often see uniform dots in his paintings. Silkscreen was originally a printing technique used in newspaper and other publications, which forms a huge part of media. The application of a mass printing technique in artwork explicitly shows Warhol's intent to fuse art and popular culture, which were two completely distinct matters according to critics like Clement Greenberg. He recognized media as the structure or the foundation of his artwork as he articulated the media quality of the images he produces. He further blurred the boundary between art and media by transforming a news photograph of a crime suspect into a huge silkscreen painting (Thirteen Most Wanted). At this point, he raised the ultimate question: When a news photograph can be turned into an artwork, what is art? He did not offer an answer, but this question has challenged the idea that art is detached from daily lives. In the previous years when abstract expressionism was the dominant force, popular culture was considered taboo in visual arts. Andy Warhol dared to make such explicit use of material from popular culture make the claim that it was art. Disregarding the aesthetic quality of his works or whether people accept them as art, Warhol did successfully make a statement and trigger debates on the nature of art.

Not just the place of media but also the role of machinery are recurring themes in Warhol's works. By mechanically creating images of merchandise that are devoid of personal involvement, Warhol once again challenged the abstract expressionists who emphasized expression and emotion. In 1962, Warhol produced one of his signature works: Campbell's Soup Cans. As usual, Warhol used silkscreen to paint. It is previously mentioned that in Warhol's work silkscreen serves as a reference to media. However, the connection between silkscreen and machine plays an even more significant role in this artwork. As the word 'silkscreen' suggests, a person applies colors evenly through a patterned screen. It is a mechanical process which does not involve any gestural brushstrokes or markings. One might ask: As an artist, was Warhol not supposed to display his style in his works? If he produced his works mechanically, what makes his works so special? Paradoxically, Warhol's works are special because they are not special. The use of a mechanical workflow is related to a concept called

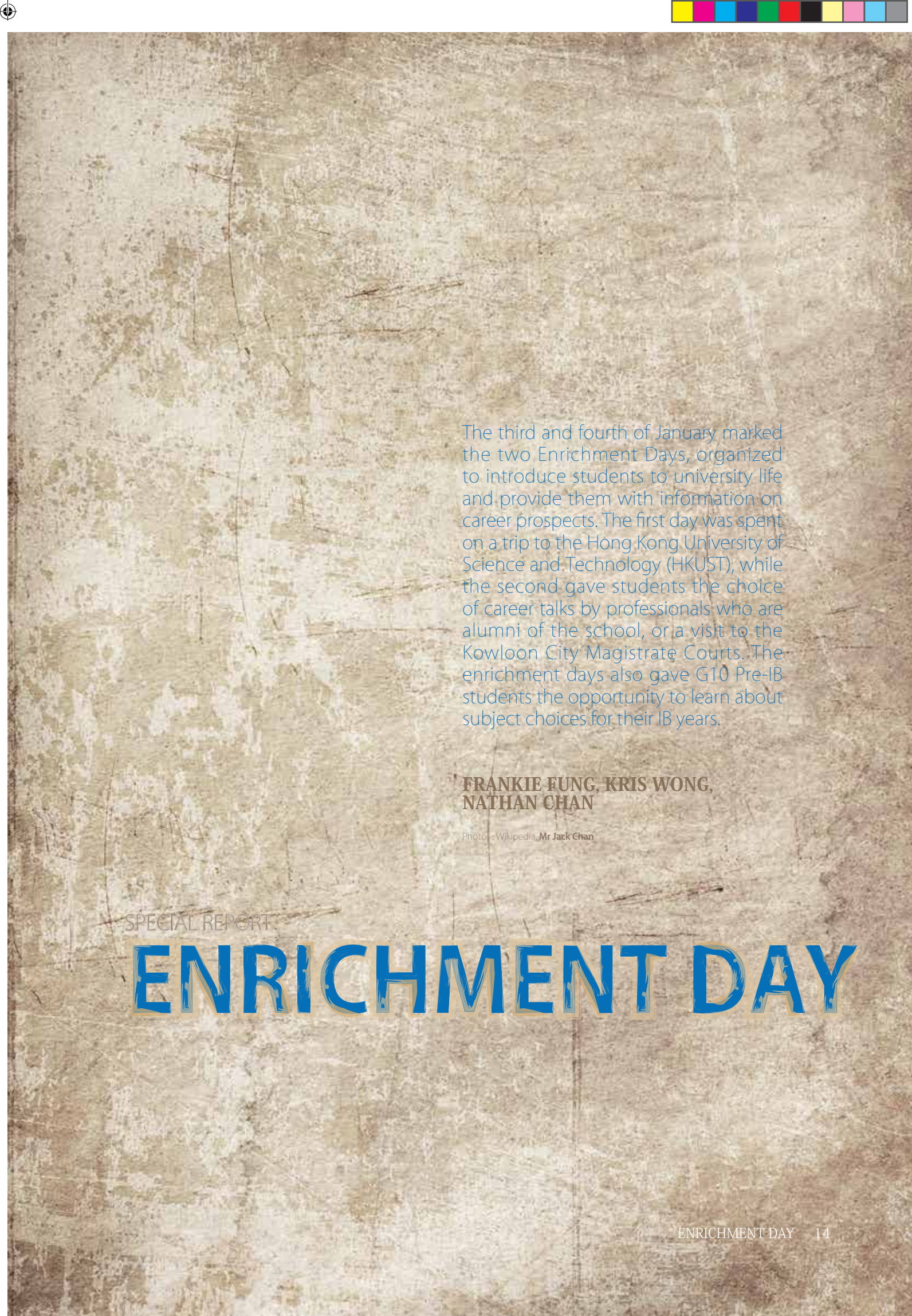
anonymous execution. It is an idea that an artwork should show no signs of personal involvement and be 'anonymous'. Anyone who knows how to use silkscreen can produce an identical painting. In that sense, Warhol's work is not special at all. However, the absence of personal involvement or the 'special thing' itself is revolutionary, for it is clearly a reaction against abstract expressionism which emphasizes 'expression'. It means that art is now open to everyone since the evaluation of expression and aesthetic quality is no longer the focus. Warhol's work is not special on the surface, but his groundbreaking ideas marks a striking paradigm shift in the philosophy of art.

There is another obvious feature of which any viewer would be immediately aware: repetition. It challenges the notion that art is about uniqueness. Warhol has a monumental oeuvre, but in fact he reproduced a lot of his works. For example, the famous Marilyn Monroe (Marilyn) is a whole series of the actress' portrait. The paintings differ only in colors applied to otherwise identical photographic images. The same happened to other works including the Campbell's Soup Cans and portraits of Jacqueline Kennedy. Uniqueness had been an aim for many artists, yet Warhol maintained his rebellious attitude by aiming for the opposite. Reproduction of artwork mimics the mass production in a factory. By doing so he turns art into consumer products. As Warhol once again emphasized the integration of art and daily life, he completely shattered the traditional values of art.

While some people regard Warhol's works as a disgrace, others see them as a breakthrough. In any case, Warhol did transform the course of art history. The revolution he brought has made art and the world much more fascinating. **IB**

**Andy Warhol, born Andrew Warhola, Jr., was during his lifetime and remains after his death an extremely influential artist. He was very important to the pop art movement, and his works incorporated the pop culture – celebrities, advertisements – as a blatant challenge to the traditions of fine art. A controversial artist, Warhol was also notable for being openly homosexual before the gay liberation movement. He embraced many forms of art and media, such as painting, photography, sculpture, filming and even CG (computer generated) art. He was both a trend creator and a trend changer, and has an entire museum dedicated to his art. Some of his works were even sold for one hundred million US dollars.**

**The exhibition is open until March 31, 2013.**



The third and fourth of January marked the two Enrichment Days, organized to introduce students to university life and provide them with information on career prospects. The first day was spent on a trip to the Hong Kong University of Science and Technology (HKUST), while the second gave students the choice of career talks by professionals who are alumni of the school, or a visit to the Kowloon City Magistrate Courts. The enrichment days also gave G10 Pre-IB students the opportunity to learn about subject choices for their IB years.

**FRANKIE FUNG, KRIS WONG,  
NATHAN CHAN**

Photos: Wikipedia, Mr Jack Chan

SPECIAL REPORT

# ENRICHMENT DAY



## DAY 1: HKUST TOUR

### DAY 2: CAREER TALKS

Frankie Fung, Kris Wong

HKUST is famed for its beautiful campus, and I came to realize that this fame is well-deserved. The campus offers of sweeping view of the aptly named Clear Water Bay. Though, modern, it harmonizes with nature chiefly because of planting everywhere.

The library's huge collection includes a section preserving newspapers dating back decades. One room that particularly captured my interest was the recording studio, with a whole set of professional lights, where the university president records his speeches.

Perhaps the most eye-opening part of the tour was the visit to the labs. I was initially disappointed when I realized that the "labs" did not mean science labs, but rather computer labs. However, this disappointment vanished when we were shown a video clip showing the scientific and technological achievements of the university in the past few years. I was most impressed by how the undergraduates managed to develop calligraphy software which imitates the strokes of an ink-brush extremely well. I was also impressed by how they developed a technology where they could create a 3D model from just a few photos. Being a hobbyist in 3D digital art, where I model everything by hand, I can imagine how useful this technology can be.

Another thing that impressed me was the visibility of politics in the campus. I clearly remember a wall near the canteen where students post all their concerns and demands. Such posts were not solely about the university itself, but also about politics in Hong Kong. This forms a stark contrast to our school, where most people are indifferent to politics. Although we do have a similar wall, very few if any people post on it.

On the second day, we had the choice to either visit Kowloon City Magistrate Courts, or to stay at school for a variety of career talks. Those who stayed attended short lectures by alumni in

different professions. One message shared by all these old boys is that students should never choose a career because of pressure from parents. Instead, you should choose according to your passion and interests. Of course, it was not the first time I was given this kind of advice, but it just highlights its truthfulness. According to Dr. Rocky Lam, medical students essentially live in darkness for nearly a decade with no social life (I was told that this somehow reminded him of IB) as they are extremely occupied with their studies – for at least twelve years! To emphasize his point, he jokingly exaggerated that a medical student can graduate and then realize that several of his friends are dead. The point he was trying to make was simple: only work towards a career if you are passionate about it; otherwise the sacrifices would not be bearable or much less worth the sacrifice.

Mr. Donald Chan, an old boy from the IT industry, showed us his field of work and how important innovation is for development of software. He demonstrated a number of 'apps' from important firms, such as a function for mobile devices to interact with real-life objects through their cameras. He gave us invaluable advice in that creativity is very different from knowledge are we need to be able to find a novel and valuable solution to our problems and this is something we cannot learn from simply looking at a textbook, but by experience and application. This was one of the more interesting lectures as a lot of us were interested in electronics and apps.

Mr. Michael Tsang, who worked for Thompson Reuters, gave us a taste of what work is like in the media industry. A few lucky boys had one minute to present himself to an audience, and received a gift afterwards. He summarised the way his company functioned and told us how important social media will be in the next decade in spreading information. He also advised us to be more 'hungry' – more competitive and active in light of our competitors. Mr. Tsang is also special in our eyes

as he took the IB also, and he advised us to study what we really appreciate and enjoy for our first major.

This is another point emphasized by the professionals, that one should not limit one's career choices; one should always be open-minded to alternative careers. After all, Mr. Ken Ho, the speaker on finance, did not end up working in the field he studied about. In fact, he said that in finance, a lot of people are recruited every day from all sorts of backgrounds. People who major in science or even English are qualified, for universities, as he said, give people a skill-set suitable for a lot of jobs. Mr. Sammy Lee, an old boy who is a solicitor, shared a similar story. He originally majored in sciences, but eventually after self-reflection he pursued his interests and eventually went to law school, and he reminded us that even though we might not be sure of our future, we should never confine ourselves to a single option. Law is a very flexible industry to get into, and so is business.

Mr. Ted Chua, our speaker on business, actually advised prospective businessmen to stay away from an undergraduate course in business surprisingly. He stressed that we should gain vertical skill before approaching the very broad world of business and also dispelled a lot of rumours and fantasies we had about setting up a business. In an anecdote he shared, he told us that students were enthusiastic about setting up their own firm in the beginning of a business course but after one semester of studying these students were no longer interested. He pointed out that managing businesses is not, in fact, as ideal as we might imagine.

The visitors showed us the reality of their respective industry and gave a lot of much-appreciated advice on what we should expect and how we could deal with such hardships, and cleared up a lot of questions that we had. Their own progression from a secondary school student are living examples of what we can achieve, and how we can achieve it.







## DAY 2: COURT VISIT

Nathan Chan

Let's admit it - we've all listened to, and believed our fair share of myths and misconceptions about the legal profession. When we do so, our minds instantly conjures up images of embellishing courtroom dramas, poker-faced judges rapping away with their hammer-like gavels, hysterical defendants being reduced to tears and barristers running on in their speeches - these are only some of the many stereotypical scenarios that we are familiar with. To most secondary school students, the legal profession is one that is seemingly shrouded in veils of mystery. So - what is it truly like to become a lawyer?

That was the question that we all had in mind before our visit to the Kowloon City Magistrate Courts. Some of us have already made up our minds; we would apply for an undergraduate course to become a Bachelor of Laws, and then go on to be a lawyer. This is why some of us decided to devote our whole day to this visit. However, we honestly did not know what to expect as most of us have never set foot in a courthouse before. Upon our arrival, we were led into a courtroom and we were greeted by the two very welcoming Magistrates who were on duty, namely Chief Magistrate Clement Lee and Magistrate Jon Wong. Having had years of experience, Chief Magistrate Lee and Magistrate Wong were very eager to share with us the quirks and perks of the legal profession, such as the sequences of formal court proceedings and the differences between a barrister and a solicitor.

Seeing that some of us expressed interest in becoming future lawyers, the two Magistrates offered insightful advice as to what qualities and skills were essential for a successful career within the legal profession. They emphasized that a competent lawyer is one who displays linguistic abilities, one who is able to speak in front of public with eloquence, strong reasoning and confidence and one who is extremely well-versed in both local and international affairs. The two Magistrates also repeatedly stressed that everything essentially boils down to sheer hard

work and determination.

We also got an opportunity during that day to observe trials of real-life cases. The cases included that of a man suspected of consuming illegal drugs in public, were engrossing. Worth noting is that real-life trials deviate greatly from what is being portrayed in television shows and films and are more systematic and less dramatic than one might expect.

Ultimately, the visit was indeed an enlightening experience for all of us. Not only were we allowed a close glimpse of a day within a courthouse, we also learnt of the indispensable prerequisites that we must possess in attaining success in our future endeavours. Regardless of whether or not we choose the career of a lawyer, this visit has broadened our knowledge of the judiciary system of Hong Kong. **IB**



**Special thanks go to our teachers who organized this event: Mr. Wu and Mrs. Jackson**

**Special thanks go to the Kowloon City Magistrates: Chief Magistrate Clement Lee and Magistrate Jon Wong**

**Special thanks go to the old boys who volunteered their time and experience: Mr. Michael Tsang (Media), Mr. Ted Chua (Business), Mr. Ken Ho (Finance), Dr. Rocky Lam (Medicine), and Mr. Sammy Lee (Law)**

# PUZZLE

## SUDOKU

DIFFICULTY: EASY

PREPARED BY NICHOLAS WONG

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		7			2		9	
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	4		5	3				
	6		4	9	5		2	1
	5		1			9		
	9					4	5	3

## CROSSWORD

PREPARED BY FRANKIE FUNG

### ACROSS

3. The relationship between an event and its cause.  
7. A famous English mountaineer who with his partner Andrew Irvine attempted to reach the top of Mount Everest in 1924. He never returned.  
8. The oldest person ever to live on Earth (according to the bible).  
9. A landlocked country, also known as "the most dangerous country" in the world.

### DOWN

1. Soviet and German forces fought here in the largest tank battle in history.  
2. The most trusted of King Arthur's knights  
4. The surname of an Austrian physicist famous for his kinetic theory of gases. His theory was not well-received at that time though, and he eventually committed suicide because of depression.  
5. The largest state in the US. 6. The Greek god of war.







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