

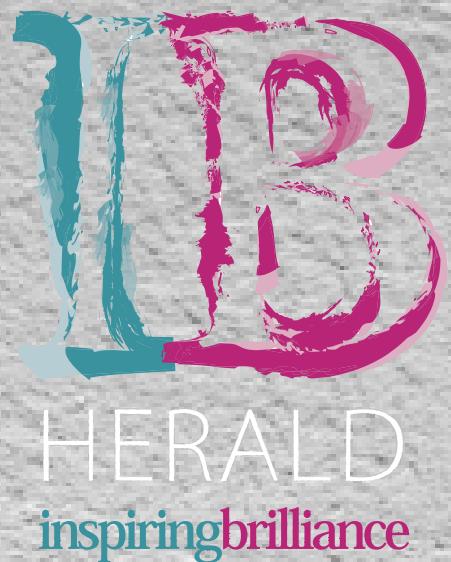
THE HEADMASTER SPEAKS

an interview
with the HM

PERSPECTIVES
Changes in DBS

TIPS
Fly high in the IB

LITERATURE REVIEW
STEINBECK'S
OF MICE AND MEN



BIMONTHLY NEWSLETTER

HKD 5 PER COPY

ISSUE ONE
NOV12



DIOCESAN BOYS' SCHOOL
INTERNATIONAL
BACCALAUREATE

EDITOR'S NOTE

To our readers:

I am extremely proud and excited to present to you the first edition of the IB Herald, the culmination of dedication and work by a group of students who wanted to produce an IB DBS school newsletter for all the students at DBS

The IB Herald aims to "inspire brilliance" by doing our best to provide students and teachers with a fresh perspective in our writing regarding the general news of the school as well as IB news. Articles will be written and edited by a group of students who feel the need to inform and educate the general populace of the school through this newspaper.

As the Editor-in-Chief of the IB Herald, I hope to do my best in directing this newspaper to write thought-provoking articles which will enlighten and entertain. In the future the Editor's Note will contain the opinion of our writers on various topics, which will be compiled and then written by myself. Suggestions as well as constructive criticism from students and teachers regarding topics of interest are appreciated and encouraged. In addition to this we are also accepting suggestions for topics which students want our writers to write about in our opinion section. Questions concerning the IB Herald are also respected and welcome as well. In order to give these suggestions, criticisms, praise, and questions please email me at dbsibnews@gmail.com.

Sincerely,



YANSHUN MUNG

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AN INTERVIEW WITH HM

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YANSHUN MUNG, YOU-CHUAN JIN

FLY HIGH in the IB Diploma Program

JONATHAN LIU

The IB Diploma Program at the Diocesan Boys' School runs for a course of three years (from Secondary Four to Secondary Six) with the first year being a preparatory year, while the full diploma course is offered in the last two years.

Photos : Jason Yuen

Every year, the majority of new students come from the graduating Secondary Three students of the school, but a few are introduced to the school in the program in Years Ten (IB1) and Eleven (IB2).

What is the difference between the Hong Kong local curriculum and the IB curriculum? How will a student be able to adapt easily?

ADVICE

A few general rules:

WORK HARD

Don't look down on regular homework, for each and every piece of assignment will help on your chances of survival. Try your best in any opportunity you have! (This advice is particularly intended for students in the Pre-IB Program).

STAY DILIGENT

Adhere to deadlines with punctuality. Do not do any work at the last minute, for it will be your quality that suffers. Sometimes you may have the urge to copy

a classmate's assignment, but it is the skills and knowledge that you lose. The Diploma Program is so fast paced that you have no opportunity or chance to even halt and take a break. So don't procrastinate at all!

BE INDEPENDENT

You might have the urge to copy assignments, but instead, try doing them by yourself. That way you might discover your own strengths and weaknesses more easily. Originality is one of the biggest issues in the Diploma Program and many things are left for you yourself to discover, before or even without the help of teachers! In addition to this, if you plagiarize, your diploma can be withheld, a potential catastrophe.

THINK FREELY

Be creative! Write what your mind wants to express. There are no fixed answers or framed paths in many aspects of the IB Diploma curriculum, so try to contribute to the field of learning and think of new ideas when you can.



MYTHS AND FACTS

A few myths resolved about the IB Diploma Program:

THE IB DIPLOMA REQUIRES NO RECITING, AND IS MUCH BETTER THAN THE DSE LOCAL CURRICULUM!

False. To work well at the IB Diploma, you would have to go beyond the scope of merely reciting the content that you are taught. Of course you must be able to apply what you have learnt, but you also have to go beyond the level of absorbing and reciting, but to add your own styles and interpretations as well as analysis of what you are taught. In essence, you must be able to recite, but more importantly be able to apply what you have memorized in order to succeed.

IB STUDENTS ENJOY A LOT OF FLEXIBILITY AT SCHOOL!

False. We are disciplined students that adhere to very tight rules which are standardized among the entire school. We are only allowed to use our laptops in the IB Library and only when the teacher allows at lesson time, and mobile phones are also strictly forbidden in sync with the rest of the school.

I DON'T WANT TO GO TO THE US, I'M NOT GOING TO THE IB THEN!

The statement that taking the IB Diploma Program gears you towards university programs in the United States is a rumour that has circulated for years. It is absolutely incorrect. Universities in the United Kingdom directly recognize attainments in the IB Diploma, and the same works for non-JUPAS applications to undergraduate degree programmes at local Universities in Hong Kong. What the USA looks for is an applicant's SAT scores as well as IB scores. The nature of the applicant doing the IB Diploma is a

highlight to the student's all-roundedness and academic excellence when it comes to the field of applying to universities in the USA.

ON WRITING

It is commonly known that the IB is heavily writing-based and is composed of lots of essays. This is true, because each subject will require some kind of formal academic writing, even for very scientific subjects such as Mathematics: the mathematics project for the IB Internal assessment, for example, does cover a range of a few thousand words.

It is hard to teach a person to write perfectly, but here are a few genuine expectations:

BE CLEAR AND CONCISE

Write carefully. Write to the point: concisely and precisely. Write what you want to say. Directly. Straightforwardly. So your marker cannot be confused.

BREAK UP YOUR CLAUSE

Do not write sentences that extend comma by comma. Avoid run-on sentences! Break up your sentences into reasonable, sound arguments or statements and allow some space for your reader that you write for to take a break.

PLAN CAREFULLY

Give yourself time to plan before you commence any piece of writing. Think about the effect: is it feasible? Is it convincing? Alternatively, if you write brilliantly then maximize your own potential too!

RESPOND TO YOUR TASK APPROPRIATELY

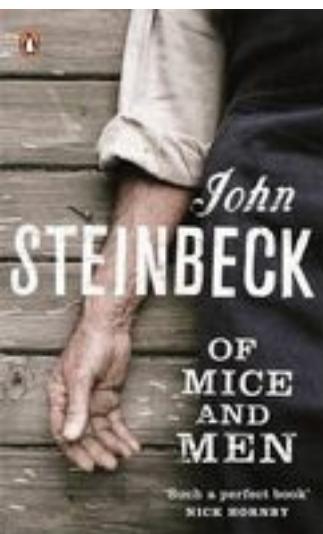
Answer the question that was asked. For example, don't talk about 'why' when asked about 'how'. After writing, determine whether that is the correct and understandable answer to the question posed. **IB**

LITERATURE

STEINBECK'S OF MICE AND MEN

KRISTOPHER WONG YANSHUN MUNG

Photos : The Blue Bookcase, Anobii



OF MICE AND MEN

John Steinbeck

121 p.

978-0-14-102357-1

The incredibly strong Lennie is devoted to George and to their mutual dream of owning a farm to themselves. He is also very innocent and rather dim, leaving him vulnerable to the world; he relies on George's guidance and orders, on George's relationship with him, to survive the Great Depression. Lennie's innocence is retained by Steinbeck throughout the novella as a static, flat character. One of the reasons *Of Mice and Men* received such critical acclaim is the foreshadowing of Lennie's inevitable and tragic destruction, towards which the story moves. The story's heavy use of dialogue also makes it an easy but exciting read that grips readers relentlessly, and the speech with cadences of the countryside in it that comes with the characters adds a touch of believability and slight humor to this amazing novel by Steinbeck.

The controversy surrounding this book is the vulgarity of the language that Steinbeck uses, which can be somewhat racist and offensive. However, this word

Of Mice and Men, a novella written by Nobel Prize winning John Steinbeck in 1937, is focused on the California laboring class. The book contains multiple themes which were important in society at the time such as the American dream, as well as loneliness and the human desire for companionship. Steinbeck's purpose in writing this book is to show these themes and how they are important and influenced society at the time. **Of Mice and Men** focuses on two migrant workers, George and Lennie, who chase their dream of owning their own farm and a place to call home.

choice can be attributed to the fact that at different time periods in history the social and cultural norms were not the same as today. Although this book contains undertones of important messages by Steinbeck, it is also a very interesting read and addresses many of the problems faced by the working class during the Great Depression. This book is a highly recommended book which contains suspense, friendship, and tragedy. In conclusion, **Of Mice and Men** is one of Steinbeck's most famous, and influential books which we believe he uses in order to show an inseparable pair of companions who experience the ephemeral, fleeting nature of an unattainable dream which is brought tragically never put into reality. **IB**



COVER STORY

AN INTERVIEW WITH THE **HEADMASTER**

understanding his views and perspective.

INTERVIEWED BY
YANSHUN MUNG AND YOU-CHUAN JIN

ORGANIZED BY
YANSHUN MUNG

Photos : James W. Pkie

Headmaster Ronnie Cheng is very friendly and approachable, which is an extremely important quality in becoming an excellent leader. He also has a perspective on the school that students and teachers should find thought-provoking. In this interview Mr. Cheng touches on new changes to DBS and shares his thoughts on many subjects. He also offers suggestions about valuable qualities that should characterize DBS boys.

IB HEARLD: Which changes and reforms do you want to make to DBS during your term of office as headmaster?

HEADMASTER: I think I would prefer to use the term refinement, rather than reform. With the heritage that DBS has, the school is on the right track in respecting

those traditions. I believe that we only have to refine different aspects of the school. For example, the first cohort of IB came out with very good results, so with the next cohort we will just refine the process and make sure that the boys meet that standard or exceed the standard. For DSE, it's not so much reform, but rather changing the mindset of the boys. In the past if you were good at one language and then very good at one of the sciences: physics, chemistry, and biology, that would allow the students to have a very good chance of going into university. But now the game has completely changed. Students have to be good in both languages, and then next up are your so called electives which were actually the core subjects before: physics, chemistry, and biology.

So it's a change of mindset, a refinement of student's attitude toward the school, and towards each other. Students start from the very first activity of the day, the assembly, that join together and ascribe the proper dignity to the hall, and to the community of DBS. We come together as a school and we share the news together, we sing the hymns together, and then we start the day in unity and brotherhood. By doing this we can hopefully foster more self-discipline and unity among the students. I believe that it is very important to maintain the liberal atmosphere at the school and I intend to do so.

IB HEARLD: What is your opinion of the current Student Council election system, especially in response to the less-than-perfect voter turnout?

HEADMASTER: I believe the voting number was about 50-60 percent. I wouldn't say that this percentage is a bad sign, because of the two types of student leaders that are emerging at DBS. The prefects system is a very well-established in comparison to the student council system. I wouldn't say that the prefect's system is anti-democratic, but rather that when a school like DBS has the prefect's system it allows the school to have a firm, and solid student leadership system. However the student council is also a good exercise for the boys to understand democracy, as well as the process of election. And so I think 50-60 percent turnout may be in a way a reflection of the students' desire for the students' opinion to be expressed through the student council. The good thing about the whole process is that it mimics the real process of election. This year the civic education committee set up the voting process which is very similar to what actually happens in real life. So the students experience going to the voting booth and casting their votes. And so I think we are on the right track, the way forward is to think about the real role of the student council. Is it a body that tries to represent the ideas of the students? Or is it just an organization that creates entertainment or welfare or benefits for the boys. I've spoken to the newly elected cabinet and I think they have

some good ideas and I trust and believe that they will lead the students in the right direction.

IB HEARLD: After your inspiring speech in the morning (NOV 1, 2012), we wondered which day of your life would be your most glorious and memorable? Why?

HEADMASTER: There are dates, glorious dates that are easily quantifiable or easily recorded in a report. When the choir and the orchestra, or the tennis team or the debate team win something it's easily presentable. However, I think the most precious moments for me and the reason I emphasize the other 364 days is that when you leave DBS is when you realize that it's the little things, the little daily things, the time you spend with your brothers working together: All of these little experiences in DBS, all the opportunities that the school gives you, you will find that it is these little things which matter the most. I believe that the most glorious or the most precious part of DBS is the culmination of the little things instead of one big glorious day.

IB HEARLD: What do you believe are the most important qualities that a DBS boy should have in order to become "the best of the best"?

HEADMASTER: I think something that has been handed down and is almost an inherent part of the

DNA of DBS boys is their internal drive, their drive for perfection. It's a cliché, but they don't want to settle for anything less. DBS boys are always seeking new challenges, so I think it's their drive to seek higher challenges which is the most important quality. I think that's what keeps DBS fresh and strong for generations and generations. I always tell people that DBS is not an end, it's really a process. It begins in the school, but it continues on in your life. My wish for the boys is to be able to balance their freedom with a sense of responsibility and to achieve balance between serving and leading. By realizing your calling, you serve the greater good. Or you serve the greater good, and by doing so that you find your calling. I call this embracing dichotomies. In a way, DBS boys have to embrace extremes in a way so that they can be more all rounded and complete. Most important of all, I hope they will always remain humble.

IB HEARLD: Although sports are an inherent part of school tradition and values, do you think that it is detrimental to spend too much time on preparing oneself physically rather than mentally?

HEADMASTER: Let's split this into two parts, the outstanding athlete and the normal student. For the normal student I think that it is absolutely essential that they become physically





fit because only when you are physically fit can your mind sustain intellectual rigor. Both sides have to be concurrent, you have to physically strengthen yourself, and also mentally strengthen yourself. But not only physically and intellectually, but also spiritually. However it's not just about faith. It's about finding a real purpose, a calling because if you don't have that calling no matter how fit or how sharp you are, it won't be enough to sustain your drive in life. You must find your own calling. That will be the greatest energy booster and motivator for the students. These things cannot be separate.

The top athletes from DBS who are representing Hong Kong right now, they have a tougher time because each of us only goes through adolescence once. They are extremely good at their sports and the training and the competition takes so much of their time that they hardly have time to build other aspects of their lives. And so it's their responsibility and also the school's responsibility to be sensitive to these athletes' needs, instead of just dismissing them as athletes who are deficient in academics. They are actually very sharp, very intelligent, and very gifted individuals who just need a boost in the academic side once they "retire" or step out of their realm. They have a lot of intangible tools that a normal student wouldn't have, such as the incredible drive, the incredible ability to persevere through

hardship because their training and competitions are so difficult. So instead of leaving them behind, we should all support them and be united as a school.

IB HEARLD: How do you propose we solve the problem created by assembly which is the later start of classes as a result of Assembly going overtime because of the traffic jam caused by the students?

HEADMASTER: Hopefully, we can solve this problem by asking the students to walk briskly and aim to be speedier in arriving at assembly. I think in the future if we can do what IB does, the electronic check in system, that would be much better and would solve this problem. My goal is to have the assembly start closer to 8:10 rather than 8:15 and then end at about 8:25.

IB HEARLD: During recess and lunch time at the tuck shop, students frequently push as well as cut in line, and sometimes display inappropriate behavior in front of other students. What could be done to alleviate this chaotic situation?

HEADMASTER: This issue also irritates me to no end. I think this is really conduct unbecoming of DBS boys, especially if we call ourselves the "best of the best" and students can't even stand in line politely. I think the F and B committee, as well as the tuck shop are trying to devise ways to overcome the physical limitations.

However, I don't think any of the new systems will benefit the students more than their own self-discipline. I think that students should have enough self-discipline to know that the line is going to move faster if everyone moves politely and in an orderly fashion. As far as the system goes, I think creating different lines as well as an extra register that might help alleviate the situation. Ultimately, I think the best thing to do is for the boys to exercise patience and self-control. I think it is a necessary training for them which will benefit them greatly.

IB HEARLD: The divide between IB and local students is a growing problem, which is dividing our school how do you propose we solve this problem in order to better unite the school?

HEADMASTER: I'm not sure if it's a growing problem, but it is a challenge at our school. I think that it's human nature to be skeptical about things that they don't know. It doesn't help that we are in different buildings. For the teachers, there has been the organization of mutual visits for teachers from the same subject. Biology teachers from IB would visit NSS, and NSS biology teachers would visit IB. I think by doing this the IB teachers will realize and understand the difficulties of an NSS teacher as a teacher who has to teach large classes and has to grade a myriad of assignments at one time. For the NSS teachers to visit the IB teachers to understand

that these teachers are sometimes from a different culture, they have different mindsets, but they aren't necessarily wrong. I think that, ironically adopting the IB mindset of being open-minded would be beneficial. I think everybody waits for the other side to make a positive move. I'm waiting for you to be kind to me so that I will be kind to you. So I think we have to step out, we have to allow ourselves to be vulnerable, to make the first step. Allow you to be skeptical about me at first and then hopefully there will be mutual understanding. When the boys go out and compete they are wearing the same uniform, the same tie, and the same school name on our backs. So we always should be mindful of that and try to unite ourselves under the school.

IB HEARLD: What teaching materials will be made in replacement of the Moral and National Education (MNE) curriculum, in order to train our students to be upright citizens?

HEADMASTER: I don't know if we have to create a curriculum to replace the existing one because a lot of the items or material are already built into different subjects. People always use other countries as examples for Hong Kong to have national education. However, the best national education is to simply teach history. What is it that you cannot find in national education that you cannot already find in history? The school's moral obligation is to present the entire spectrum of our country's history. Different countries in the west and the east are very transparent about their history and there's no shame to it and you have to learn from your dark side. Seek improvements. As far as moral education is concerned the school has been doing that for a long time because our school is a church founded school. The school encourages

dialogue. However, I don't think that just because somebody says that he/she is Christian, mean that he/she has monopoly to truth and the moral high ground. Even in Christendom, there are different views on different issues. For example, the recent festival of Halloween demonstrates that different teachers and students have different views on Halloween. I think the best thing to do is to have both sides present their case and then use good judgment and conscience to make a decision. I don't think that God intends us to stop anywhere to say we are absolutely right. If even there is one person who is absolutely right then God wouldn't have had to come down and die for us.

IB HEARLD: What is the purpose



of the Activity Time period? How do you think that the activity time period will benefit the students?

HEADMASTER: The intention to have the activity time is to separate different groups instead of together like morning assembly. Actually if the activity time is run properly it can benefit a lot of different types of students. For example, students can be divided from the student population into senior secondary and junior secondary. Each group would then approach topics that would be fitting for that particular age group. There has been consideration to divide it even further, in order to hold clubs and society meetings then. Students who are interested in chess can

go to one corner, those who are interested in say reptiles can go to another corner. These ideas also hinge on the student's willingness to cooperate and their ability to exercise self-discipline because teachers and prefects can't always be there to enforce the rules. It also shouldn't be the responsibility of the teachers and the prefects to enforce school rules. The boys should have enough self-discipline to know that they are going to sit down and attend this lecture. They may not be interested in it, but as civilized human beings the students should ascribe the speaker the proper respect and enjoy the talk or at least persevere through it instead of just creating a ruckus toward things that they don't like. That is just uncivilized and disrespectful behavior which should not be exhibited by a DBS boy.

IB HEARLD: Is there any particular reason that school ends earlier for the local students rather than IB students on Friday?

HEADMASTER: The early departure is not just for the main school, it is only for the junior assembly. There are some grades that have to finish at 3:45 like the IB. It's just the simple calculations of classes needed, and the junior form boys needed slightly a lower number of classes which resulted in their early dismissal. However the school is thinking about leveling off so that everyone leaves at the same time. I'm sure that there are needs somewhere, maybe the core subjects or other aspects which will require more time for classes. I think that it will be a good idea for us to revisit it after one year and see how effective this policy is and then consider different options.

Interview conducted on November 1, 2012. IB

pros and cons: CHANGES TO DBS

Photos: Wikipedia (banner), DBS Photographic Team

PROS YOU-CHUAN JIN

The new school year of 2012 to 2013 had an exciting start when our new Headmaster, Mr. Ronnie Cheng, enacted multiple reforms to the school policies in order to better improve our school. These changes have been implemented to ensure our well-balanced development and maintain well-established school traditions.

The most noticeable change involves the school timetable and assembly arrangements. Morning assemblies have become mandatory for pupils of all grades, whether they pursue the NSS or IB curriculum, and occur throughout the week. The mission of this school is to "provide a liberal education based on Christian principles" and assembly every day provides this opportunity. Daily attention to devotions and to school announcements is not only gratifying and enlightening, but also adheres to our school's aim of upholding Christian principles and school customs.

In conjunction, the IB Division has enforced numerous policies in addition to the general DBS policy, in response to the past misuse of electronic devices and because of suggestions from our students. Although the DBS IB Division acknowledges the efficient use of ICT as an essential tool for IB students

to be "enthusiastic, active and independent learners", it is necessary to control this tool to prevent from exploitation of this privilege. The ICT Acceptable Use Policy (AUP) restricts the permitted areas for using laptops and tablets and prohibits computer games and social network sites. The ICT AUP strives to create an immersive and positive "ICT-enabled learning environment", while providing IB students with adequate and comprehensive online resources.

The Missed Hours, Lateness and Absence Policy acknowledges the importance of good attendance and punctuality as an important academic achievement. The IB diploma's requirement for students to attain a certain number of classroom hours has caused the IB Division to adopt a policy to complement the DBS policy. For instance, anticipated absences must be approved by the IB Coordinator and subject teachers through the Request for Absence form. Thus, the Missed Hours, Lateness and Absence Policy increases transparency, which in turn helps avoid confusion or miscommunication between teachers and pupils. In addition to this the policy also permits students to receive credit for absences by utilizing planned make-up sessions for assessments.





The Deadline and Course Completion Policy and the Discipline Policy are both in place in order to enhance academic results and maintain a positive learning atmosphere. The Deadline and Course Completion Policy encourages students not to procrastinate and take a "last minute" approach to deadlines in order to help improve their time management skills. The revamped Discipline Policy is targeting a "three strike system", in order to give students the incentive not to endanger themselves, others, and the school order.

The IB Division's Promotion Policy, Roll-call Policy, Study Period and Activity Time Period Policy, and so forth, provide invaluable opportunities for IB students to develop their IB Learner Profile so that they might become inquirers, communicators and risk-takers. The Study Period and Activity Time Period Policy helps eliminate the past misconception of "Free Periods" and

promotes the efficient use of these periods for studying and learning. Finally, the Academic Honesty Policy has highlighted Diocesan Boys' School's endeavors to develop, promote, and ensure academic honesty, as well as personal integrity and originality among students. Essentially, this policy again places emphasis on an ideal IB candidate's traits of being principled, open-minded and reflective on their actions.

To conclude, changes to our school's various policies and schedule shall bring about far more benefits than inconveniences. There is no doubt that these transitions mark Diocesan Boys' School's preservation of our unique cultural identity and school traditions. In conclusion these changes reflect Diocesan Boys' School's resolute support of each and every Diocesan's cultivation of self-esteem, self-respect, and knowledge.

The start of this academic year has seen a large number of changes to the school. These changes include items ranging from assembly times to daily lesson schedules. New policies have also been implemented in the IB division of the school as well. Changes include the new attendance policies and the new ICT (Information and Communication Technology) policies, which concern the use of laptop computers in school. While these policies may aid the learning of students and help dissolve the barriers between NSS and IB students, they also carry some subtle disadvantages.

The assembly time has been switched from one period during weekdays (different for each form) to a 20-minute session every weekday morning. While this allows for the unification of all students every day and allows IB students to attend assemblies, it also removes the possibility for longer speeches

and presentations. The dynamic programmes of the assembly, such as the promotion of various activities by clubs and societies, have been reduced to a minimum because of the limited time allocated to the assembly. One might argue that presentations can be held in the activity period, which would solve the problem of inadequate time during morning assembly. Unfortunately, this activity period does not solve the problem due to the overwhelming pressure on IB students to fulfil class requirements for a certain number of hours. For example, some of the grade 11 IB students cannot attend some assemblies during the activity period because of TOK (Theory of Knowledge) classes, which renders this time slot unsuitable for grade 11 IB students. Another disadvantage to the activity period is that it is only held once per week and hence does not allow for the variety of activities seen in the previous years. A sacrifice must be made from among talks by

CONS NICHOLAS WONG





guests from outside the school and intra-school announcements and promotions so that IB students can attend their classes.

Another flaw in the morning assembly is its duration, often well past the nominal finishing time of 8:30, because of the time-consuming process of assembly and dismissal and, sometimes, by talks of unusual length. This problem could be solved quite easily by taking attendance early, thereby giving more time for the boys to assemble and to return to class. As a result of assembly lasting longer than it should, many teachers have complained and this will definitely hinder the process of the teaching in the long run. Class time becomes shorter, reducing valuable minutes which could have been used for coursework.

The daily lesson schedule is also modified for all students. During some days, the last lesson is removed from the timetables, which may disrupt the meetings held after school for students across different forms. For example, local students only attend nine lessons on Fridays whereas IB students have to attend ten lessons. This creates an inconvenience in arranging meetings afterschool because local students will have to wait for half an hour more for the IB students.

This year, the attendance of students in the IB is taken by an electronic system, which involves a check-in

system powered by student ID cards. This system brings accuracy to the roll-call system and prevents ambiguity in attendance records. However, this system is also subject to errors in equipment. When this occurs, it may inhibit the system and cause inadvertent chaos. Due to the short time in roll-call, technical support may not reach the site on time. It also removes the time for interaction between the class teacher and students, and removes the time for announcements regarding to specific classes.

Although new changes may bring desirable outcomes, including solutions to current problems and improvements to the operation of the school, unwanted disadvantages may also arise from the implemented policies. Hence, it is important to weigh and consider the pros and cons of plans before actually putting them into action so that negative effects are not produced. **IB**

ART



Photos : Romario Lai

an interview with ROMARIO LAI

INTERVIEWED BY BRYAN LO

Q: What were your inspiration(s) for the two portraits? Why did you choose to use 9gag memes as the subjects of the portraits?

A: Internet memes are solid evidence of how the Internet influences our lives, working side by side daily. We, human beings, created the Internet, and now we are dominated by the Internet itself, do you see the irony here? It was such an irony that triggered my interest in drawing the two 9gag memes. Apart from their obviously creepy yet intriguing appearance, and apart from the fact that I really like 9gag, it is the irony that wanders around in our lives. It all started when the other IB candidate Siu Tsz Him of grade 12 showed me the 9gag site and we had a good laugh at it. From that day onwards I have surfed on the 9gag site nearly every day. This spread throughout the entire IB, even the rest of the school. Even in our IB Facebook group some of us made memes illustrating the harsh yet "exciting" lives in the IB program—those were really funny. The two memes that I have drawn are the fundamentals of 9gag rage comics. People use 9gag to depict their everyday lives. They are primarily a product of our lives, yet I found that such comics somehow go into our lives as well. It in turn influences our lives, and this tension is further reinforced when people in the Union for Young Leaders described a G11 IB1 as troll: simply because he looks like the troll face. We used the rage comics to represent our lives, and now people find resemblance from our lives to the

comics (the memes)... I think they are just like the "intruders" on our lives; however, at the same time they are also involved in our lives.

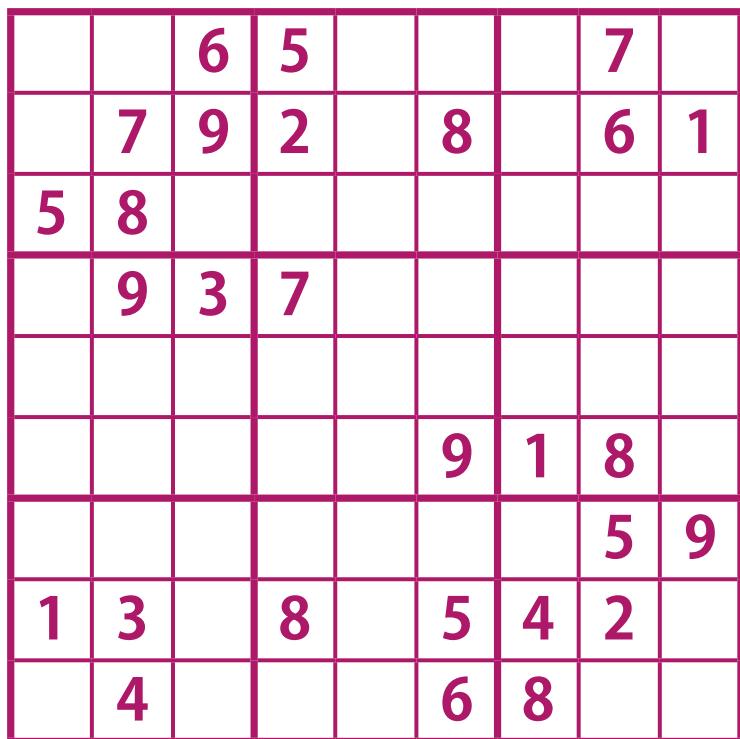
Q: As the memes appear to be black and white in color on the Internet, how would you interpret those memes through your use of colors?

A: I drew them in a realistic style, using vibrant color as well as complimentary color, which animate the subjects. As opposed to their original black and white line form, this thus creates a linkage between the comic world and the real world by utilizing strong shadows and dark background. I also attempted to create an eerie atmosphere that seems to impose a mysterious mask over their seemingly comical role, addressing their "real" role in our society. Therefore, this questions their influence on our lives as they subtly construct our culture.

Q: Why did you choose to study art and what did you gain through the last 13 months in studying IB art?

A: Simply, I like art. And at the same time I become less "perfect" through studying art: I learn how to loosen up, and from that I provide myself with more variation to explore; on the other hand, I become less perfect and that allows me to explore our lives: forget about those "BIG ideas", that very deeply meaningful philosophical stuffs... and I could hereby attach myself to where I am and who I am. All of my ideas come from little things around me. **IB**

PUZZLE



SUDUKU

MEDIUM DIFFICULTY

PREPARED BY NICHOLAS WONG

CROSSWORD

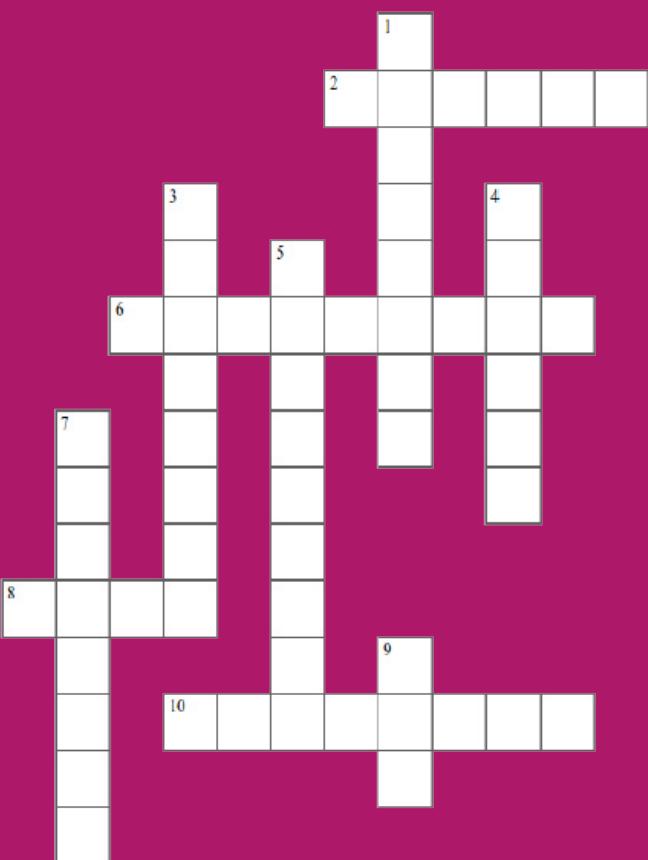
PREPARED BY FRANKIE FUNG

ACROSS

- 2. Another word for short-sightedness
 - 6. Surname of author who wrote Farewell to Arms
 - 8. A prong on a fork
 - 10. Open secret, silent scream, living dead etc.

DOWN

1. Most common element in the universe
 3. A hole through which light travels, especially in cameras
 4. If matter is made of atoms, what are atoms made of?
 5. Fluid's resistance to flow or internal friction
 7. A philosophical viewpoint that all traditional values and beliefs are unfounded, and that existence is without meaning.
 9. Part of the IB course that is mentally challenging.



YOUR AD **HERE**

