



FOUNDED 1851

# Scope

English Section

2024-2025 ISSUE 1

## SUCCESSIVE SUCCESS IN THE OLYMPIC GAMES

What's Hong Kong's next step in sports development?

*Authors: Brian Cheng (5C) and Heiko Lee (5C)*

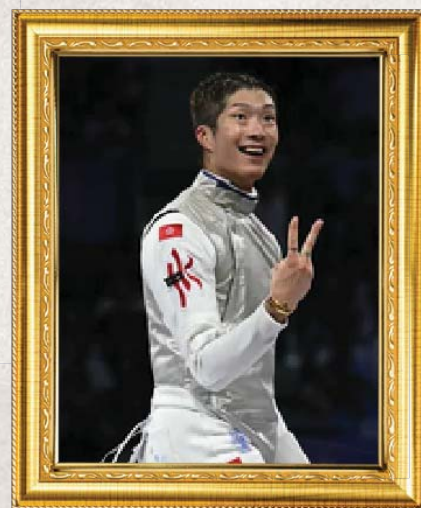
*This summer, the world focused on Paris, where thousands of elite athletes from around the globe gathered to compete in the 2024 Olympics. Our athletes secured four medals, showcasing Hong Kong's immense potential in sports development. Some argue, however, that the government's backing for Hong Kong's sports development is lacking. Let's dive into Hong Kong's recent athletic advancements and explore ways to build upon our progress.*



### ***Hong Kong's Successive Success***

The Hong Kong team has participated in almost every edition of the Olympic Games since 1952, but despite commendable performances, Hong Kong athletes faced challenges in obtaining Olympic medals. Everything changed at the 1996 Atlanta Olympic Games when a miracle happened—Lee Lai-shan, the windsurfing world champion, clinched an Olympic gold medal in windsurfing. This remarkable achievement stunned many in Hong Kong and around the world, hinting at the tremendous potential of other Hong Kong athletes.

Hong Kong athletes reached new heights in 2020, winning six medals, igniting enthusiasm for sports among Hong Kong's citizens. In this year's 2024 Paris Olympics, Edgar Cheung Ka-long and Vivian Kong Man-wai won two gold medals in fencing, while swimmer Siobhan Haughey brought home two bronze medals.



Edgar Cheung Ka-long after winning the second fencing gold medal.

Photograph: Fabrice Coffrini/AFP

### ***What Aid Are Our Athletes Getting Right Now?***

Hong Kong's government has been actively fostering athletes to help them reach their full potential. Currently, athletes can avail themselves of direct financial assistance and training from the government through various schemes, optimising their performance and reducing the financial burden of competing.

The financial scheme divides sports into Tier A\*, Tier A, and Tier B. For sports to be listed in Tier A or above, they must have an EVSS (Elite Vote Support System) score of 10 points and have been included in at least three Olympics or Asian Games. Athletes in Tier A sports are eligible for the Elite Training Grant (ETG), the amount of which is determined by the nature of training the athlete is taking, whether it is full-time or part-time for example. Some Tier A sports such as badminton and table tennis are listed as Tier A\* due to their consistency in performance, so athletes who compete in these sports can receive additional resources for enhanced training programmes.



The Hong Kong Sport Institute provides professional training and support. An athlete's greatest asset is their body, so it is essential for them to maintain top shape. To ensure this, HKSI appoints professional coaches and physiotherapists along with using the most advanced equipment to assist in the training and well-being of athletes.

### *The Next Step for Sports Development*

These policies have demonstrated their impact in the past two Olympics, but what enhancements can be implemented to bolster athletes' success in the future?

Primarily, the government must alleviate the financial burden on athletes by enhancing the basic subsidies provided across all sports categories. Athletes face considerable expenses for necessities, professional gear, and competition fees, which the current funding fails to adequately cover. In 2022, Hong Kong's professional snooker player Ng On-yee voiced her concerns as snooker is set to be downgraded from a Tier A sport in April 2023. She stated that her participation in international competitions will be reduced from 15-20 events annually to just 3 - 4 due to a lack of funding, showing that financial constraints not only impede athletes' opportunities, but also hinder their progress, showing the importance of financial subsidies.

Moreover, the government should encourage more young citizens to participate in sports to discover new talents. Recently, the government has implemented various policies to promote taking part in sports within the community, such as organising events and competitions like the Victoria Harbour Race and the Hong Kong Sevens.



How the new multi-purpose sports park in Kai Tak would look like after construction.  
Photograph: SCMP

Additionally, efforts to develop additional sports facilities, such as the almost-complete Kai Tak Stadium, not only provide training venues for top-tier athletes, but also establish Hong Kong as a potential host for major sports events and tournaments, marking the dawn of a new era for hosting world-class sports competitions in our city.

Hong Kong is advancing swiftly on the path to greater growth in sports development. The recent accomplishments showcase the talent of our athletes, but the government can do more to sustain and improve upon our achievements.

As the Chinese proverb states, ten years of practice is just for one minute on the stage. While we celebrate their successes, let's also acknowledge their unwavering dedication and effort regardless of whether they win prizes or not. Let us cheer for our athletes as they continue to strive for excellence and give their best to earn a place on the podium.

## **Love It or Hate It – About School**

### **What transformations has our school system undergone over the years?**

Authors: Jacky Wong (4B) and Samuel Tse (4B)

School life is a wild ride! From the excitement of new friends to the dread of exams, our feelings about school are like a rollercoaster. Despite the evolution of schools in Hong Kong—enhanced facilities, fancy technology, and inclusive programs—students still find themselves swinging between love and hate. It is intriguing how, no matter how cool our classrooms become; how many times our curriculum has changed, our expectations for education just keep climbing higher and higher. As we dive into this article, we'll explore why Hong Kongers' mixed feelings about school have stuck around through all the transformations.



### **Stage 1: Pre-1997 British Colonial Education System**

The education system before 1997 was heavily influenced by the British model, comprising six years of primary, three years of secondary, and three years of tertiary education. The curriculum emphasised discipline and examinations, particularly the Hong Kong Certificate of Education Examination (HKCEE), which was a significant determinant of students' academic futures.

Under this system, students had the opportunity to learn in both English and Cantonese, greatly enhancing their bilingual capabilities, not only improving their communication skills in diverse environments but also unlocking doors to global prospects. Students could

**access** an array of academic resources such as international journals, enriching their global awareness. Bilingual fluency also equipped them with skills necessary for a multicultural job market, where employers valued individuals capable of navigating both local and international contexts.

The curriculum did, however, prioritise rote memorization over critical thinking and creativity, pressuring students to focus on passing the HKCEE rather than engaging deeply with the learning materials. This rigidity created a monotonous learning environment focusing on examination skills, leading to disengagement among students.

### **Stage 2: Post-1997 Handover and Educational Reforms**

Upon the handover in 1997, the Hong Kong education system underwent major reforms, introducing new policies aimed at reducing examination pressure. The Education Reform in 2000 promoted a more holistic approach to learning, emphasising the development of life skills and critical thinking to create a more balanced educational experience.

The reforms introduced project-based learning and community service, encouraging students to engage with real-world issues and fostering a sense of responsibility. This approach made learning more enjoyable and helped students develop essential skills such as teamwork and collaboration. As a result, many found themselves more motivated to learn, recognizing the relevance of their studies to their lives and future careers.



**St. Paul's College Sports Day in 1968**

Photograph: SCOPE 1967-1968 3rd Issue



**SPC Classrooms in 1997**

Photograph: St. Paul's College

Nevertheless, the lingering effects of the banding system persisted. The competition to enter Band 1 schools intensified stress levels, and despite the reshuffling of Bands 3 to 5, unofficial rankings perpetuated a competitive landscape. Extensive hours dedicated to homework and tutorial sessions often encroach upon personal time and well-being, causing widespread feelings of stress and even burnout among students.

### **Stage 3: Current Education System (Post-2010)**

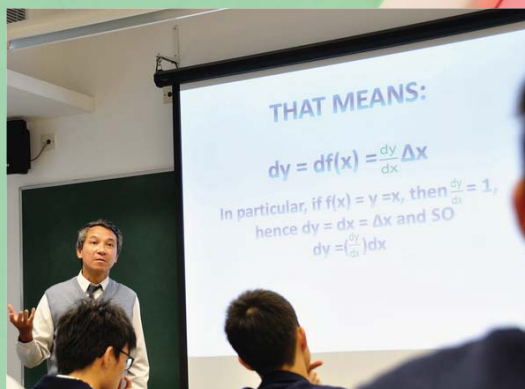
The introduction of the Hong Kong Diploma of Secondary Education (HKDSE), to replace the HKCEE / HKALE dual - examination system, aimed to streamline assessments and reduce redundancy. Schools have progressively integrated technology into the curriculum, utilising digital resources and AI tools to enhance learning experiences. Students now benefit from improved school facilities, including state-of-the-art classrooms and science labs. Integrating AI into education has made learning



more interactive and engaging, offering students personalised courses tailored to individual learning paces and styles. Additionally, virtual labs allow students to conduct experiments that may not have been feasible in traditional settings. These advancements aim not only to enhance educational delivery, but also to prepare students for a tech-driven future by making learning both more efficient and enjoyable.

One major downside of these reforms is that the pressure surrounding the HKDSE has become a significant source of distress for students, as they only have one go at this crucial examination. Reports of rising anxiety and depression rates highlight the urgent need for systemic reform, as students frequently find themselves stuck in a cycle of relentless academic demands. Besides this, teachers often spoon-feed students examination strategies and mark-gaining techniques, leading to a focus on achieving high scores rather than on fostering understanding or curiosity.

In the ever-evolving educational landscape, students in Hong Kong continue to navigate a complex mix of excitement and trepidation. Despite advancements in facilities and teaching methods, academic pressure and a lack of curiosity-driven learning remain persistent challenges. As we ride on this rollercoaster of school life, it's clear that the quest for a fulfilling educational experience is ongoing. Love it or hate it, the journey through school will always be a pivotal part of young people's lives, shaping their futures in predictable and surprising ways.



**A maths class in 2014, using technology, e.g. the projector**  
Photograph: St. Paul's College

# Latest Medical Advancements in Hong Kong

## What new medical technology can help improve our society?

Authors: Jayden Lee (5C) and Harry Wong (5F)

Hong Kong has long been recognized as a leading hub in medicine, known for its world-class hospitals, cutting-edge research, and highly-skilled professionals. Information about its latest advancements, however, may be less well-known. In recent years, Hong Kong has embraced groundbreaking technology and innovation. From the utilisation of AI to the development of online consultations, this article will introduce you to Hong Kong's new medical technology that may just save your life one day.

### ***Vitogram: A stethoscope in your pocket***

Heart disease accounts for over 11% of annual deaths in the SAR, with valvular heart disease being the most common type. Inspired by the challenges faced in the 2019 pandemic, Vitogram was developed to allow citizens to access their heart health conveniently.

Vitogram is a mobile app you can install on any device. By utilising the phone's built-in functions to monitor noises produced by the lung and the heart, the app gives a detailed report of the health status of the user using the Ausculto AI component. There are many pre-existing digital health services on the market that can measure both pulse and cardiac electrical activity, but it is rare to find one that analyses such data, even fewer with high accuracy. This product integrates artificial intelligence, analysing its recordings to give results with accuracy comparable to that of real doctors.



**The Vitogram app is available on smartphones.**  
Photograph: Vitome



This breakthrough piece of technology has the potential to alert people with hidden heart disease in our society, or even to prevent severe cases, saving countless lives in the future. Vitogram exemplifies how medical technology has advanced in Hong Kong, paving the way for the utilisation of AI in future projects, opening up new avenues in the world of biomedical technology.

### ***Histotripsy: A new painless way to combat cancer***

Some cancers are notoriously hard to cure, with current treatment methods mainly extending lifespan, but these therapies often induce troubling side effects for the patient. However, a new approach to treatment is offering hope to those with liver cancer. The Faculty of Medicine at the University of Hong Kong recently received cutting-edge histotripsy equipment, marking a significant milestone as the first in Asia to use it.

Histotripsy is a non-invasive technology that makes use of ultrasound to target cancer cells. Unlike traditional methods, ultrasound can avoid healthy cells, leading to fewer side effects. Moreover, the process does not require any incisions or radiation, offering a painless treatment for the patient. As Professor Lau Chak-sing, Dean of Medicine at HKU, remarked, "By forming the first histotripsy training and research hub outside the US, we are poised to step up research efforts in this promising field, expanding its application to a wider range of cancer types and ultimately benefiting more patients." Hong Kong will be able to offer more advanced ways to help cancer patients, without requiring them to travel abroad.

### ***AR and VR: When learning meets technology***

Virtual reality has long been employed in video games, but only recently has it expanded its service range to education. The Li Ka Shing Faculty of Medicine in the University of Hong Kong stands at the forefront of this trend. Located within the medical library, the newly added Anatomage tables function as virtual dissection tables, allowing students to explore detailed 3D models of the human body layer by layer, from the muscular system to its skeletal structure. This level of technology provides a sense of realism and interactivity that traditional models and textbooks cannot match, contributing to a more effective and enjoyable learning experience. VR provides medical students with a more immersive learning experience, allowing them to step inside the human body and observe it with extreme levels of intricacy. With these simulations, they can interact with different anatomical structures, further understand relations between organs, and simulate complex medical procedures in a risk-free environment. This is only the beginning of innovation in education, a stepping stone in raising the teaching quality for the development of raising medical professionals. Such innovations can only enhance doctor training, boosting their proficiency, skills, confidence, and critically, their credibility in the eyes of patients.

Hong Kong has made exceptional progress in the medical industry within recent years, from AI-driven diagnostics to VR-enabled education. With ongoing innovation, it's clear that Hong Kong will be among the best in the world in terms of medical advancements, producing more outstanding and exceptional medical professionals. As these technologies continue to evolve, Hong Kong is set to become a leader in pioneering healthcare solutions.



**The Anatomage table in HKU**  
Photograph: The University of Hong Kong



# New Faces in SPC

## Miss Arshu Thapa Magar (AM)

Miss Magar is one of the new faces coming to St Paul's College this year, teaching English Language in junior and senior forms. As someone who wanted to experience teaching in a boys' school and who is an avid supporter of sustainability, Miss Magar found joining the SPC family as a teacher to be a natural choice.

When asked about her personal hobbies and interests, she instantly answered the widest answer possible—she enjoys everything! Miss Magar is interested in attempting new things, in particular non-mainstream activities. Recently, she has been indulging in the universe of translated literature!

Miss Magar has an unwavering enthusiasm for languages in general, not only English. She is fascinated by the fact that languages keep evolving. For example, slang expressions like “lol” have already been added to the official dictionary, and it's likely that we are merely a few years before witnessing “skibidi” being added.



Regarding the campus environment, Miss Magar likes the cosy, square designed campus, as it allows her to be physically close to others. She hopes that her students can be open-minded, always open to new knowledge, and be sceptical of the immense range of stereotypes present in society.

Last but not least, Miss Magar firmly believes that to improve English, reading is essential. She stressed that to write and speak English well, the sole way is to take in more input from a wide array of books and other media sources. Mastering a language is a lengthy journey, and there are no shortcuts!

## Miss Katrina Berthold (KB)



With a passion for teaching, Miss Berthold has embraced her new roles as English teacher and form teacher of 1A in St. Paul's. Miss Berthold described SPC students as “conscientious”. The choice of word reflects her belief that our students always strive to do their best in all endeavours whether academic or extracurricular.

Miss Berthold's primary aim is to provide guidance and support, helping her students become more proficient in English and boosting their confidence in using the language effectively. She firmly believes that the best approach to enhancing one's English skills is language immersion — to immerse oneself in the language beyond the confines of the classroom. She expects her students to be hardworking and to incorporate English as much as they can in their daily lives whether through reading, speaking, or multimedia materials. The holistic approach not only improves language proficiency but also builds confidence in using the language in different contexts.

As a Form 1 form teacher, Miss Berthold participated in the Breakthrough Camp with her students. She believes that her students were all eager to learn and that they all experienced their own breakthrough during the camp.

In her free time, Miss Berthold enjoys a wide variety of activities including hiking, photography, and travelling overseas.



### **Miss Cheung Pui Wing (PWC)**

Miss Cheung describes herself as a teacher who finds joy in reading and engaging with students beyond the confines of the classroom. "That's basically who I am," she remarked with a warm smile.

When asked why she opted to be a teacher, she said her main motivation was to take on new challenges. While recounting her previous experience teaching in co-educational schools, she praised the boys at St. Paul's College for their kindness, generosity, and respectfulness, noting their playful and energetic nature that allows her to "truly cherish the moments spent with them".



While stressing the importance of English proficiency, she underscored that eagerness to learn with a positive attitude is just as crucial. Her advice for students who want to improve their English: "I highly recommend finding something you like to do, but do it in English." She believes this approach can significantly boost fluency. For the students aiming for stars, she believes that dedication plays the most pivotal role. "Jotting down useful words, categorising them, and actively retaining vocabulary can substantially enhance your proficiency. It's a very deliberate action I must admit," she concluded.

### **Miss Lam Cheuk Yin (CYL)**



Growing up watching Harry Potter, Miss Lam's fascination with Western culture and eagerness to know more about different cultural backgrounds ignited her interest in English. Rather than being a linguist, Miss Lam's aspiration to inspire others and the satisfaction of witnessing students' improvements led her to become a teacher and join St. Paul's. "This is what maintains my passion for teaching", she added.

Miss Lam values devotion in her students, expecting them to commit themselves to their subjects. When asked about ways for improvement, she said that developing passion for the subject at the outset by joining different festivals and listening to podcasts to motivate themselves is crucial. She believes that each student has the potential to master their subjects, so she strives to help them unleash their hidden talents during lessons.

As a communicative person, Miss Lam enjoys exploring different cultures and stories. While speaking English can sometimes be challenging for non-native speakers, she views speaking with natives and giving impromptu speeches as excellent ways to build up receptive and productive skills. Miss Lam encourages students not to fear making mistakes when practising English.

Her role as a Guidance Team teacher makes good use of her communication skills, as she searches for the root cause of issues during conversations with students seeking support.

Regarded as an adventurous person by her friends, Miss Lam enjoys finding new coffee shops and trying out foods. She is also keen on travelling if time allows as she builds up a more intensive understanding of myriad different cultures. Next time you encounter Miss Lam on campus, why not talk about your past voyages?

### **Mr. Chan Chak Lam (WIC)**

Mr. Chan, one of the new Mathematics teachers this year, started off as a private tutor. Seeing the tutoring industry as excessively exam-oriented, he decided his career needed to change and so entered St. Paul's College as a Math teacher in hopes of forming genuine connections with students. Being a tutor, he says, doesn't allow him the opportunities to connect with students due to the fact that lessons are weekly — just not enough to get to know a person.



Although mathematics is often associated with finding the right answers, Mr. Chan believes that education should focus more on the process of learning.

He explains that teaching students discernment is more important than the superficial grades they achieve. He believes that students should not be defined by their academic abilities, but by their personalities and their willingness to learn.

When asked about what he valued the most, Mr. Chan gave a swift answer – honesty. Honesty, he says, brings the benefit of not having to worry about the other person lying or being unfaithful, fostering trust in the process.

Mr. Chan has been impressed by our students’ Maths abilities, but cautions against overconfidence—many boys skip crucial steps, leading to careless mistakes. There is one piece of advice he would give to students wishing to improve on their Maths – love Maths as it is, as this makes it easier to understand and accept the new concepts being taught.

Interviewers: Isaac Chui (4F), Maverix Poon (4F), Matthew Lee (5A), Joshua So (5F), Chris Wang (5F), and Yuhao Yeh (5F)



# Crossword Zone

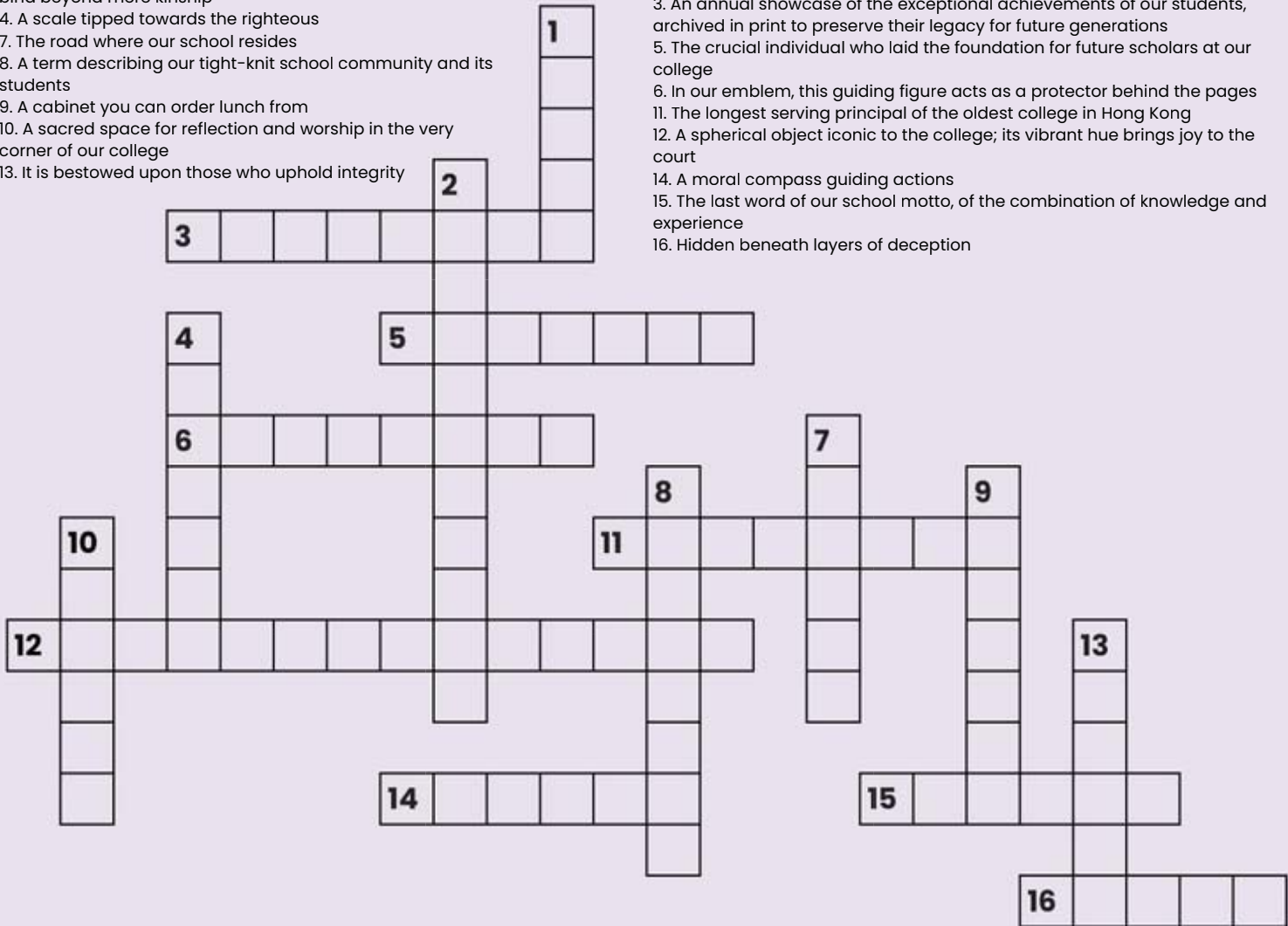
**Down**

- 1. The longest serving janitor in the college
- 2. A common value shared among our students, ties that bind beyond mere kinship
- 4. A scale tipped towards the righteous
- 7. The road where our school resides
- 8. A term describing our tight-knit school community and its students
- 9. A cabinet you can order lunch from
- 10. A sacred space for reflection and worship in the very corner of our college
- 13. It is bestowed upon those who uphold integrity

**Designed by Linus Chik (5F) and Warren Yim (5F)**

**Across**

- 3. An annual showcase of the exceptional achievements of our students, archived in print to preserve their legacy for future generations
- 5. The crucial individual who laid the foundation for future scholars at our college
- 6. In our emblem, this guiding figure acts as a protector behind the pages
- 11. The longest serving principal of the oldest college in Hong Kong
- 12. A spherical object iconic to the college; its vibrant hue brings joy to the court
- 14. A moral compass guiding actions
- 15. The last word of our school motto, of the combination of knowledge and experience
- 16. Hidden beneath layers of deception







校舍在今年迎來了翻新。同學們心心念念的室內游泳池已具雛形；新校門及新校務處已投入使用。同學們見證了學校的翻新、改變，感慨萬分。不只校舍，踏入新一年，高中同學的生活亦出現變化。彷彿是有人撥快了時鐘的指針，開學後短短幾天，高中同學們便投入更快節奏和繁忙的生活之中，而大家的精神狀態也隨之變化。

## 探討高中學生精神狀態

中五甲 盧添翼

比起初中，高中同學參與更多的校內活動，並擔起領袖的身份、肩負更大的責任。不少高中同學成為社團中的會長、幹事或其他要職，承擔起籌劃活動，帶領師弟的職責。同學在走馬上任時，心中有無盡的熱情與信心：「我相信自己的領導能力能夠帶領學會走向更好！」但在籌備活動時，難免會緊張或擔心：「我能否將活動籌劃好？活動能吸引同學參加嗎？」當活動效果不如預期時，便會萌生出不安並自我懷疑：「我真的可以承擔起領導學會的職責嗎？」三種截然不同的心情時常交織在一起，推搡著高中同學帶領團體繼續向前，不同情緒交集一起，「剪不斷，理還亂」。

不只校內活動，高中同學在學習生活上更為忙碌。除了日常的溫習外，同學也要抽出時間參加各大學的本科入學日，了解自己心儀學系的收生標準等。當看到所需分數的那一刻，

有人愁雲慘澹，感到自己與理想科目距離遙不可及；有人得意洋洋，斷定自己能夠修讀理想的學科而懈怠。但更多的同學則是看清自己與理想的距離，帶著目標與期望繼續努力。加上接踵而至的測驗與考試，把學習氣氛拉得滿滿的，當中的壓力自是不言而喻。

不同於校內活動，大多數同學都會認為學習之旅相對枯燥。特別是面對公開試，大家都時常在掙扎，感到勞累、迷茫，有所質疑：「是否只要努力就能考入理想的大學？現在已身心俱疲，自己真的能堅持下去嗎？」筆者認為，與其停下腳步苦苦思量，不如帶著這份不安與迷茫繼續走下去，正所謂「不是看到了希望而堅持，而是堅持下去才看到希望。」「不試試又怎麼知道(自己行不行)？」。願以「路漫漫而其修遠兮，吾將上下而求索。」與同路人共勉。



# 求學只是求分數嗎？

中四丁黃麒瑋 中三甲雷欽淇



香港政府早年曾拍攝一輯名為「求學不是求分數」的廣告，旨在宣傳「不要死讀書、追求全人發展」的觀念，呼籲學生、家長以及校方不應拘泥於成績，要關注青少年的身心發展。可現實是，香港學習環境變得越來越壓迫，文憑試如千鈞巨石壓在每位學生身上。孜孜不怠地操卷補課；夙夜匪懈地苦讀詩書；焚膏繼晷地挑燈夜讀。不分晝夜地讀書早已成了他們的日常，壓力與日俱增。難道學習只是為了那張寥寥數字的文憑？求學從始至終都只是求分數嗎？

## 求分數的風氣形成

為何會形成這病態的學習氛圍？常言道：「十年寒窗無人問，一舉成名天下知。」儘管滿腹經綸，若不考出一番功名，他人僅視你為等閒之輩。從此可知一般人對分數的重視。在現代，升學、獎學金和就業機會也往往與分數緊密掛鉤。在霎眼的面試間，難以展現一個人的涵養以及造詣，而文憑、成績就成了最直接反映面試者能力的工具。由此可見，亙古至今，分數都是判定各人能力高低的標準。許多人認為金榜題名就是求學之鵠，這觀點在填鴨式教育下已根深柢固。然而，將「求學等於求分數」作為學習目標，會忽略了學習的真正價值和多元化教育的需求。

## 因材施教的重要

學習，不單限於課程知識，亦可以是不同技能，如體育、藝術、溝通技巧等。這些是難以用分數評估的。以分數為上的教育體系，往往忽略了學生的個體差異與特長。每個學生潛能不同，應該去探索和發揮自己的特點。如果一個學生學業表現不佳，但在體育或藝術方面有卓越才能，那他將學習重心放在學業上，無疑會扼殺其創造力和潛能。教育應該是引導學生找到自己的興趣與特長，加以培養，而非單純地追求分數。在這個多元化的社會中，學生的興趣和才能各不相同，應該因材施教。奧巴馬曾說：「每個人都各有所長，每個人都有所貢獻，而你的責任就是去發現他們。」學習的過程中，除了知識，我們也應該著重發展個人潛能，才能在未來面對挑戰時游刃有餘。

如果說內在潛能是大海裡隱藏著寶藏的小島，那麼求學就是那指引方向的指南針。在填鴨式教育下，學生只會盲目地背誦課本知識，哪怕成績再好，最後也只得那張寥寥數字的文憑。由此可見，求學是一段自我探索的旅程，是探索自己、發掘潛能，發光發熱的一段旅程。



# 電子遊戲：壓力下的快樂逃亡

中四乙郭俊彥 中四戊曾梓朗 中三丙吳宇翔

在繁重的課業和考試壓力包圍下，學生彷彿置身於一場沒有終點的馬拉松旅程——沉重、無趣又疲累。電子遊戲成為了「魔法鑰匙」，帶他們逃離現實，進入一個充滿刺激與無限可能的虛擬國度。在那裡，他們化身為勇敢的戰士、聰明的解謎者，甚至是無所不能的英雄，擺脫現實中的焦慮與壓力。電子遊戲不只是娛樂，更是紓壓的秘密武器，讓學生在繁忙的學習生活中找到喘息的空間。

## 適可而止的娛樂

然而，這把「魔法鑰匙」也是一把「雙刃劍」。作為放鬆的工具，倘若使用失當，反而會讓學生們陷入困境——無法控制自己，日以繼夜地盯著屏幕，甚至會因為一刻的分離而感到焦躁不安。長時間沉迷電子遊戲，可導致難以集中、影響睡眠和身心健康。最後學業成績下滑，甚至與現實世界的界線漸漸模糊。對虛擬世界「上癮」，背後的代價遠比想像中沉重。



照片出處：網絡

## 貪婪的多巴胺

從精神醫學的角度看，上癮的成因與多巴胺脫不了關係。多巴胺是一種能使人快樂的神經傳導物質。人們會追求、重複、享受快感的經歷，而玩電子遊戲時，大腦會分泌多巴胺，使人心情愉悅。遊戲結束後，當多巴胺水平恢復正常，自然就會想再體驗那美好的經歷。久而久之，大腦便會對多巴胺產生耐受性，需要更大的精神刺激才能達到相同的滿足感。而為了繼續體驗曾經的愉快，人們花在遊戲上的時間、刺激程度等方面都要大大提升——形成「上癮」的情況。

## 沉重的負擔

除了生理因素，心理壓力也是一個重要原因。學生其中一個壓力來源是比較。同學之間成績的較量、家長之間的較勁，導致學生害怕追不上他人、害怕被人比下去……這些無一例外都帶來沉甸甸的負擔。電子遊戲則沒有那麼複雜，贏了固然會滿足，輸了也可以不斷重來，失敗顯得沒那麼可怕。而且電子遊戲營造出的輕鬆氛圍，使人能逃離壓抑的現實世界，享受純粹且簡單的快樂。於是，人們便會逐漸陷入沉迷的漩渦，不能自拔。

## 中庸之道

過度依賴電子遊戲來舒壓並不理想，甚至會陷入惡性循環——成績下滑、壓力增加，從而玩更多遊戲舒壓，導致壓力更大。希望同學能夠在學習和遊戲中取得平衡。其實，我們可以把玩電子遊戲視作獎勵，當完成今天的事情，或在考試中取得好成績時，適當地玩一會兒來放鬆，是一個不錯的選擇！通過時間管理，不但可享受遊戲所帶來的樂趣，更可以提高在學習的積極性，一舉兩得。我們亦宜選擇一些有意義的電子遊戲，如數獨或語言學習的遊戲，這類遊戲不僅能放鬆心情，亦能學習新的技能。總括而言，只要能在遊戲和學習中取得平衡，電子遊戲對我們來說是有益的。



# 那些年我們失去的東西

中四甲李穆沂 中三戊高陽

當你途經遊樂場，看到小孩笑逐顏開，聽到他們語笑喧闐，有否曾揶揄過他們幼稚或無聊呢？如果你曾經有過這樣的念頭，那就代表你的童真已經湮滅了。

誰小時候沒有和玩伴追逐嬉鬧過？因為在蕩鞦韆俯衝下來那一瞬間的刺激而流連忘返、因為玩蹺蹺板時與摯友嬉笑的愉逸而樂不思蜀，這就是孩童的快樂，簡單而純粹。年歲漸長，當我們成熟起來後，就漸漸和這種童真分道揚鑣了。



照片出處：網絡

## 童真已成幼稚

如果現在讓你去遊樂場和那些孩童一起玩，相信你二話不說就會拒絕。或許是因為和比你年輕十歲的孩子玩耍會讓你感到難堪，但最根本的原因是你已經不是當初那個天真無邪的你了。逐漸成熟的心智會讓我們把這些東西視作幼稚，單純地滑滑梯、在遊樂場裡面奔跑已經不能滿足你——無論你滑多少次滑梯，你始終開心不起來。比起孩童，我們尋覓歡愉的蹊徑也變得崎嶇，例如考試必須要比那個誰高分才能鬆口氣、或者和朋友組隊打遊戲必須贏了才能睡覺，這些和滑個滑梯就能歡笑一整天相比，無疑是寸木岑樓。



照片出處：網絡

## 潮流已成老套

對於上一代，童年的回憶裡肯定有霓虹燈招牌。半世紀前，網絡的應用尚未普及，宣傳、攬客的招數不多，因此商家都爭先恐後為自己的商鋪增設五彩繽紛又具特色的霓虹燈牌，以吸引客人的注意，霓虹燈招牌如雨後春筍般的湧現。作為香港的標誌性事物之一，在當時的香港隨處可見。要數量最多，燈牌最密集的就是油尖旺的老街區一帶。為人熟知的當舖「永生大押」及「澳洲牛奶公司」等許多大大小小的市肆所使用的流光溢彩、璀璨奪目的霓虹燈招牌深深地烙印在了老一輩香港人的腦海當中。

可惜的是，近年來，香港政府以安全隱患為由，下令拆除霓虹燈招牌。如今，香港曾經的標誌已所剩無幾，我們很難再覓到它們亮麗的影子了。霓虹燈招牌在香港已經漸趨式微，永遠地成為了老一輩香港人的集體回憶，珍藏在了他們的腦海當中。最後一盞霓虹燈或許終會熄滅，但願香港人的回憶永遠不會泯滅，把霓虹燈的光亮、把童真銘記於心。



# 山東文物展——中華文明的呈現

中四丙陳鈞澤

2024年9月，筆者懷著對齊魯文化和西周禮樂的濃厚興趣，造訪位於九龍公園內的文物探知館，參觀了「禮樂和合 探知齊魯——山東文物特展」，感受歷經悠久歲月的文物的魅力。

山東地處黃河下游，是中華文明重要的發祥地之一。這地域被黃海、渤海及泰山環繞，孕育出著名的齊魯文明（或稱海岱文化）。在大汶口文化至龍山文化時期，山東地區在陶瓷、玉器的製作技術，及人類社會的文明架構已逐漸建成雛形。

## 高超的工藝水平

在展覽的開端，最吸引筆者的是四個鳥型陶壺。它們分別於大汶口文化及青銅時期製作，青銅器時期陶瓷器皿手工很精細，更能刻劃出鳥的形態。而同時期在大汶口製作的雲雷紋彩陶釜更令人嘆為觀止：它的腹部繪有六個白彩圓形，每個圓形內繪有八個方心雲雷紋，成為團花狀圖案，再以白色彩線勾連各組團花。它製作精美，彰顯了工匠高超的工藝水平，其外部紋理亦顯示出當時的大汶口文化相當成熟，包含先民對自然的崇拜，將藝術融入於生活之中。

## 亞醜鉞

繼續往前走，就能看到展覽的主角——亞醜鉞。山東文化在夏商周時期發展最為蓬勃，尤其是在殷商後期和西周封建時期。這件展品的設計左右對稱，立體地刻劃出五官的特徵，顯示出其凶神惡煞的樣子。同時，亞醜鉞上有不少孔洞，可見當時手工業的高超技術。此外，是次展覽中亦有展出關於西周封建時期遺下的文物，其中包括游鐘與石編磬，標示著當時封建制的輔行制度。有些表面注有銘文，記錄著貴族的功蹟，以祈彰之後世。



亞醜鉞（出處：政府資訊中心）

## 套疊銅餐貝

展覽中的文物不但展現手工業水平隨著時代的變遷不斷進步，亦突顯了古人的智慧。鄰近亞醜鉞的展品中，有一個設計相當獨特的銅器皿，能把五十九件大小和形狀不一的碗碟一起放入一個銅罐中用作祭祀，巧妙地運用了銅罐的內部空間，突顯當時戰國時期金屬鑄造和手工業的高水平。



戰國時期齊國的「套疊銅餐貝」

（出處：政府資訊中心）

展覽不但展示了山東省出土的文物，同時亦將香港本地出土的文物與之比較。例如，把春秋時期製作、於山東的東周墓穴出土的水晶瑪瑙串飾，與在青銅時代製作、於香港南丫島出土的石串飾放在一起，更有展出於香港長洲出土的白陶鏤孔圈足盤，利用這些文物去比較兩個不同地區在同時期的差異。

這些文物充分展現出山東人對於西周禮樂制度的重視，體現中華文明源遠流長、生生不息的特點。這次參觀加深了筆者對山東齊魯文化的認識，了解到中華文明在鑄造業與手工業的造詣之深厚。



# 新老師介紹

中三甲賴裕東 中三丙魏子欽 中三戊傅泰元

## 徐子謙老師（數學科及資訊與通訊科技科）

### 對「電子學習」的看法？

徐老師認為電子學習已發展了十多年，已是社會大趨勢，很多同學在課餘時也會用不同的應用程式學習。徐老師表示平板電腦相比傳統的教材勝在可以與同學互動，例如學習代數中的頂點，將其立體化能令同學更容易去理解這些複雜的概念。



### 課程落後於科技發展，該怎麼辦？

徐老師表示科技日新月異，例如幾年前根本沒人想過 ChatGPT 等的人工智能工具會變得如此普及，而課程落後於科技發展無可避免，希望校本教材能儘量補足，幫助同學建立使用這些工具的正確觀念。

### 學習數學的技巧？

徐老師認為努力和天賦是相輔相成的。他表示數學是一個多勞多得的遊戲，可以通過多做不同難度或類型的題目去培養習慣，因此只要同學努力一定要有成果。但同時有天賦的同學可以很快地就找到題目的規律，將不同的知識點串連起來。如中三的平行四邊形需要運用很多初中已有的等邊三角形知識。但整體上，努力比天賦更為重要。



## 蔡愷彥老師（音樂科）

### 為什麼選二胡為主修樂器？

蔡老師小時候主要學鋼琴，升上小學父母要求她學二胡，她才首次接觸這樂器。當時的她認為拉二胡比較沉悶，所以不太感興趣。可是，當她參加了很多樂團的演出後，才漸漸領會到二胡的獨特且有趣之處。儘管它是弦樂器，它可以發出多種不同的音色，從而製造出豐富多變的音樂效果，例如是模仿動物叫聲。所以從此喜歡上這性格有趣而獨特的樂器。

### 印象最深刻的一次音樂節？

蔡老師小學時觀賞過一隊高級組樂團比賽，扣人心弦的音樂令她感嘆道，原來中學生的演奏亦可達到如此高的水平。在那次音樂會，她明白到比起演奏的技巧、音準與配合，情感的表達是更重要的。要把個人的感受融入到音樂作品才能觸動人心。所以她在之後領導樂團演奏的時候，都時常提醒同學要用心感受音樂帶來的色彩。

### 對我校音樂發展的期望？

蔡老師認為我校的音樂發展在香港數一數二，希望同學保持著熱誠並繼續努力。聖保羅學生在樂器方面造詣很高，獨奏方面非常有天賦。可惜的是大部分人都比較少參與校內、外的團體音樂活動，因而缺乏在樂隊合作的經驗。蔡老師鼓勵同學多參加活動，藉著樂團練習和團隊交流，提升自己的音樂演奏技巧以及學習與人合作。作為一位音樂老師，她亦希望能介紹很多不同種類的音樂給同學認識。



## 劉皓光老師（數學科）

### 為什麼想做數學老師？

劉老師初中時擅長數學，考試成績優異，很多同學都會向他請教數學問題，他亦非常樂意解答，漸漸便發現自己喜歡講解數學。而當時他的數學老師花很多心思在教學上，為人也善解人意，為學生們樹立了一個良好的榜樣。他便想要成為這樣的一位老師，幫助下一代更有效地學習數學。



### 獨有的教學方式？

劉老師採用了「翻轉教室」教學法。上課前，他會拍一些教學短片分享給同學，讓同學提前學習知識點。課堂期間，他會給同學們玩一些自己製作的小遊戲，讓同學以有趣的方式吸收各種數學原理。他亦強調自己習慣把筆記寫在平板電腦再發給學生，這樣同學不用浪費時間抄筆記，大大提高課堂效率。

### 學數學最難的地方？

劉老師表示，數學本身其實不難。數學知識是積累而來的，學生如果有一點不明白，但沒有及時解決，及後就會發現其實很多數學題目都需要紮實的基礎，屆時便要從頭開始解惑。而這過程通常會浪費很多時間，也會令學生感到非常氣餒。因此學數學最困難的地方就是需要有恆心和堅持不懈，具備以上條件才能把所有課題的知識點連貫在一起，靈活運用。

## 葉傲无老師（綜合人文學科及歷史科）

### 歷史科的吸引之處？

葉老師稱自小已經對歷史萌生興趣。最初是爸爸跟他講解有關香港保衛戰的故事，他對這段特別的歷史感到好奇，從此便開始了他與歷史的旅程。高中時，由於本來熟習英語，對歷史又感興趣，他便選擇了歷史作為選修科。他將歷史視為一個個加上日期年份的故事，而這正正是些故事深深吸引了他。

### 歷史科與語文的關係？

由於歷史科有大量資料題，葉老師認為熟習英語的同學修讀歷史科更具優勢。另外擁有思辨能力對於需要分析的歷史科來說亦至關重要。故葉老師認為歷史科比較適合文科同學。而他也透露了歷史科中四的內容，大概是關於兩次世界大戰以及冷戰時期的國際形勢，與中三課程大概相同，以起銜接作用。



### 成為老師的原因？

身為軍事迷的葉老師最喜歡香港保衛戰的故事，直至現在，他仍在探索香港保衛戰的歷史。葉老師喜歡歷史之餘，更多的是對那些曾經保護我們的人保持敬畏的心。而小時候，身為交通迷和軍事迷的葉老師曾考慮成為火車司機及輔警，但因一次經歷，令他決心成為老師。葉老師過往曾協助其他老師備課，接替該老師出席不了的課堂。當葉老師經歷了備課、授課，感受到自己熱愛教學，特別是教授自己喜愛的歷史科。就這樣，葉老師就朝著成為老師的夢想進發，最終成為聖保羅書院的一份子。



## 王宏力老師（公民與社會發展科及綜合人文學科）

### 公民與社會發展科到底學甚麼？

此科主要分為三個主題：

第一：國家。國家是根亦是本，公民與社會發展科亦最側重於國家方面的知識。課程涵蓋香港回歸的歷史、一國兩制執行的細節，也會討論其對香港的長遠發展的影響。另外，課程也涵蓋香港的司法系統，介紹一些國家的成就及發展，特別是由改革開放以來的變遷。



第二：本土。這個主題探討香港本土文化及發展趨勢。此課題相對生活化，從香港流行曲，到電影、書籍，以了解文化多樣性及保存的重要性。而可持續發展和資訊科技發展也是本科的關注重點，課程將涵蓋不同社會議題，包括垃圾徵費，可再生能源及人工智能在香港的應用。

第三：個人。這與學生生活環環相扣，對生涯規劃至關重要。老師會與學生討論在國內的發展機會，如創新科技、社交媒體等新興行業，了解當中的危與機，幫助同學作生涯規劃。而身為一個市民，究竟我們有什麼責任？此課題亦探討如公共衛生等與我們息息相關的議題，提供機會予同學分享公民責任。

### 期望和寄語？

王老師希望同學能對社會有更深入的認識，好好裝備自己，以更好的姿態迎向未來生活。

## 好書推介

### 《擺脫羞愧的練習》

作者：戴文·普萊斯

譯者：林潔盈

我們經常在沒達成目標、做事失誤、落入下風時感到羞恥，甚至會帶來情感創傷，陷入憂鬱與絕望之中。這時，我們可能已經受到「系統性羞愧」困擾。本書作者戴文·普萊斯作為一位美國社會心理學家，在書中剖析了「系統性羞愧」的概念，並分析其為人帶來的破壞性影響。作者認為感到羞恥並不是壞事，反而能透過覺察直面自己到底怎麼了，藉由心理練習幫助自己走出困境。本書提供22個心理練習，幫助我們擺脫「系統性羞愧」的枷鎖，重新信任自己、接納自己、改變自己。

