

KWUN TONG
MARYKNOLL COLLEGE

STUDENT NEWSPAPER EDITORIAL BOARD
OCULUS

長青 EVERGREEN

25-26 Issue 1



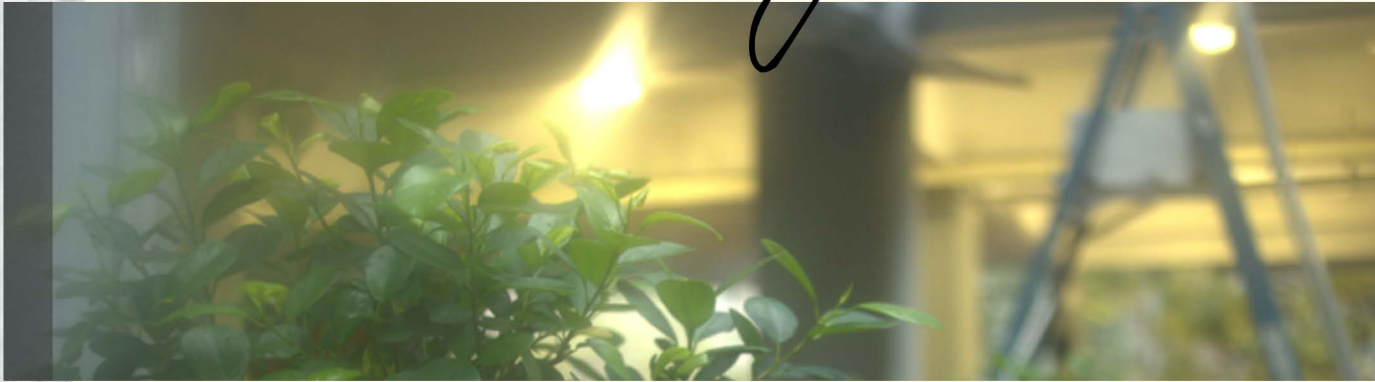
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Words from the

Chief Editor



Hey there, fellow Maryknollers! How's everyone doing this year so far? So much has happened in such a short time, and that's why I want to say it gives me the utmost pleasure and gratitude to be able to finally share the very first issue of Evergreen in this academic year to you all.

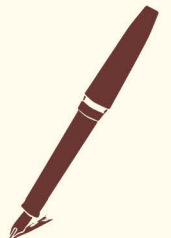
We, Oculus, sincerely apologize for the delay in publishing this first issue. We prioritize the quality of the issue above all. Hence, this year, we've adopted a new format for our interviews. Instead of simply inviting article submissions, we conducted surveys to reflect students' perspectives on school life. By doing so, we hope to make Evergreen a true platform that bridges students and teachers, giving voice to the experiences and ideas that shape our KTMC community.

The theme of this issue is Fellowship, a value that sits right at the heart of our school community. Fellowship isn't just about having friends—it's about building genuine connections, looking out for one another, and creating the kind of belonging that makes KTMC feel like home. In this issue, you'll come across articles and interviews that bring such spirit into fruition. We've prepared introductions to our new teachers so everyone can get to know the people who will be guiding us this year. You'll also find reflections on the bonds we share as classmates and teammates, along with highlights that capture the excitement of starting a new academic year—whether it's about our new clubs or activities. Each article was created with thought and heart, to honor the connections and stories that give our school its unique soul.

I want to extend my heartfelt thanks to our teachers and classmates who took the time to share their voices through interviews and surveys. Your support has meant so much, and it's because of the collective resolve of the Maryknoll community that we were able to bring the first issue of Evergreen to life. This publication is the result of everyone's creativity and dedication—editors, students, and teachers working side by side. As you read through these pages, I hope you feel a sense of connection, inspiration, and pride in being part of KTMC. Our future is looking bright all thanks to your encouragement keeping the Student Newspaper Editorial Board moving forward, and we look forward to continuing this journey together as Oculus.

Please enjoy reading it to your heart's content. Happy reading!

Chief Editor
SD Lee Cheuk Yue



BIBLE VERSE

“Those who trust in the Lord for help will find their strength renewed. They will rise on wings like eagles; they will run and not get weary; they will walk and not grow weak.”

// Isaiah 40:31 //

This year's school theme is drawn from Isaiah 40:31, a verse that reminds us that renewed strength comes from placing our trust in the Lord. Like eagles that rise on strong currents, the verse offers a reminder that hope does not come from avoiding challenges, but from finding renewed strength to face them with confidence. While this strength is rooted in faith, our school community seeks to create an environment that supports students as they learn to persevere, grow, and walk faithfully through both daily responsibilities and periods of greater challenge.

To “run and not grow weary” is not a promise of an easy race, but of a sustained one. It speaks to pacing ourselves with purpose, supporting one another along the way, and moving forward even when motivation wanes. A marathon requires not only bodily might, but also the determination in our hearts, as well as the embodiment of hope carried step by step, reminding us that endurance is not merely physical—it is mental, emotional, and spiritual. Whether you are striving for excellence in the classroom, on the sports field, in arts, or in service to others, this hints at a call for us to persevere with heart.

To “walk and not grow weak” speaks to the daily, sometimes unnoticed, steps of integrity, kindness, and diligence. Having the consistency of showing up, doing your best, and honoring your commitments build true character within us. A common daisy, quiet and oh-so ordinary, is a flower that does not wither on a whim and possesses resilience unlike any other. Its blooms last long into the season without a sign of wilting, but only if treated with proper care and love—thus a quiet testament to patience, a silent conviction that its beauty endures. Walking steadily, especially when no one is watching, prepares us to run when the moment demands it—and ultimately, to soar.

The time is nigh for us to embody this motto together. Let us create a community where trust is nurtured, where burdens are shared, and where every member—student, teacher, and staff—feels uplifted. Let us challenge one another to rise higher, to run further, and to walk with unwavering faith. Our strength is renewed not in isolation, but in unity; not in mere self-reliance, but in shared hope and mutual encouragement. This is precisely what grants us the strength to become the finest versions of ourselves, destined to endure and live to gaze at the world through eyes unclouded by fear, and a spirit unbroken by time.

This year at KTMC, the bible verse invites us to reflect on our academic, personal, and communal life within the school. In a world that often feels rushed, demanding, and exhausting, the verse reminds us that true strength does not come from our own efforts alone, but from trust, perseverance, and hope. It reassures us that even in moments of doubt, fatigue or uncertainty, strength can be renewed. May this message remain with us as we journey forward together as Maryknollers.

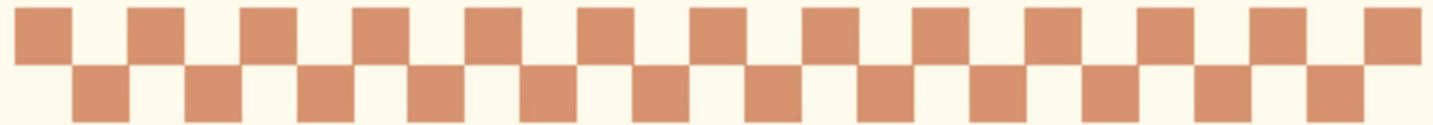
新教師專訪

NEW
TEACHERS'
INTERVIEW



Mr. TOMMY

Our New NET Teacher Mr. Tommy is originally from Washington, D.C. He has studied in the United States, Taiwan, Hong Kong, China, and France. His passions include tennis, the arts, drama, and cooking, and he even dreams of joining MasterChef one day to showcase his culinary creativity. His diverse background has shaped his teaching philosophy, reinforcing his belief that students should dream big, embrace creativity, and most importantly, have fun learning English.



Mission at KTMC

Mr. Tommy's mission as a teacher at KTMC goes beyond teaching English in the classroom. He aims to create a dynamic and encouraging environment where students feel confident in exploring the language. His lessons are designed to be engaging, relevant, and connected to the wider world, helping students see English as a tool for global citizenship. He emphasizes authentic language use through cultural celebrations such as Thanksgiving and the Mid-Autumn Festival, believing that these experiences allow students to discover both the joy and practical power of communication.



Impression of Maryknollers

From his first days at KTMC, Mr. Tommy was impressed by the Maryknollers. He describes them as intelligent, energetic, and confident in their English presentations. He admires their eagerness to participate in assemblies and projects, as well as their kindness and willingness to support classmates and teachers. He also values their respect for traditions and principles such as "Do the right thing at the right time." For him, KTMC nurtures not only academic excellence but also character and compassion - qualities that inspire him deeply.

Motivation Behind His Campaign

His motivation for organizing cultural activities like the Mid-Autumn Festival and Christmas celebrations stems from his desire to celebrate both local and global culture. He hopes students can move beyond textbook learning and immerse themselves in authentic experiences that make English enjoyable and meaningful. One unforgettable moment for him was watching Form 1 boys perform a long choral-speaking poem during the Mid-Autumn Festival with enthusiasm and confidence - an experience they still remembered months later. Looking ahead, he hopes to collaborate with other departments to create interactive installations that further expand students' creativity and exposure across the entire school.

Finding His Feet as a Teacher at KTMC

Although Mr. Tommy has lived in Hong Kong for many years, he still remembers how he adapted to our school. He took the time to understand the school culture, observed students' learning styles, and adjusted his teaching style to be more creative and engaging. He also built rapport by reaching out to students during recess, lunchtime, and after school, embracing KTMC's family culture. His philosophy is simple: inspire students to enjoy learning, become happy learners, and embrace their role as global citizens. He also encourages senior form students to become role models for lower form students, fostering a ripple effect of confidence and authentic language use across the school.



Mr. Chan Tan Fung

Mr Chan completed his university studies at the Hong Kong Polytechnic University, earning a degree in Business Administration. Although his academic background was in business, he later discovered a passion for teaching and made a deliberate shift to pursue a career in education. In his free time, Mr Chan enjoys a range of hobbies, such as listening to podcasts, playing games, and reading random articles online.

Mission at KTMC

As a teacher at KTMC, Mr Chan's primary goal is to become a respected and accomplished teacher. He approaches this mission with a grounded approach, starting from the basics by thoroughly understanding both his students and the curriculum. He believes in growing step by step and gradually mastering his craft, which will help him to become the teacher he aspires to be. Looking ahead, he is particularly inspired by creative initiatives within the school, such as those led by Mr Tommy, and hopes to contribute to activities like the ones held in E-Zone to foster a genuine love for English through engaging and innovative events.



Impression of Maryknollers

Reflecting on his experience so far, Mr Chan describes Maryknollers with two words: "energetic" and "awesome." He acknowledges the lively energy expected in a boys' school but has been genuinely impressed by the remarkable ability and knowledge many students display. This combination has made bonding with students a rewarding and interesting experience for him.

The Joy of Teaching

For Mr Chan, the most enjoyable part of teaching in KTMC is the opportunity to connect with students on a deeper level. He treasures moments when he can engage them through topics they are passionate about, helping them develop confidence and express their thoughts more freely in English. In addition, Mr Chan has enjoyed taking part in school activities like Picnic Day and various clubs' activities. He finds these events interactive and meaningful, as they allow him to get to know students better and highlight that school life at KTMC is about more than just academics.

Overwhelming Support from KTMC

What Mr Chan appreciates most about KTMC is the supportive community. He values the kindness and helpfulness of the staff, many of whom have significantly contributed to his professional growth. Additionally, he appreciates the school's English atmosphere, where many subjects are taught in English, making it more natural to communicate and build relationships with students using the language.





Ms. Leung Po Yi



Mission at KTMC

As a teacher at KTMC, Ms Leung hopes to inspire students to discover the joy of learning in a supportive and interactive environment. She strives to build strong rapport with her students and provide personalised feedback that caters to their diverse learning needs. She believes that a solid language foundation empowers students to embrace future challenges with confidence. Above all, she hopes to nurture in them a positive and reflective attitude towards life, encouraging them to grow into empathetic and resilient individuals. To her, attitude is the cornerstone of success.

Ms Leung completed her undergraduate studies with a Bachelor of Arts and a Bachelor of Education, followed by a Master of Arts in Literary and Cultural Studies. With a strong academic foundation in language, literature, and comparative cultural studies, she has always been fascinated by how words carry power, emotion, and meaning.

What Inspired Her to Teach

Her passion for reading began in secondary school, where Literature was her favourite subject. She especially enjoyed analysing poetry, appreciating the profound and poetic language used by poets such as Thomas Hardy in "Beeney Cliff" and John Keats in "To Autumn". The joy she experienced when discussing poems and short stories with her classmates and teachers left a lasting impression. Being taught by inspiring educators in both secondary school and university later became one of the key reasons she aspired to join the teaching profession.

Teaching Philosophy and Advice

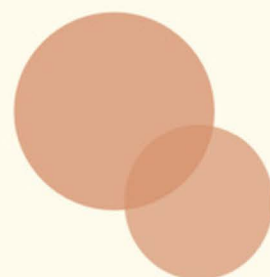
One of the most enjoyable aspects of teaching for Ms Leung is guiding students to appreciate the beauty of the language arts. She often shares study tips with her students, encouraging them to become reflective, resilient, and self-directed learners. She emphasises the importance of keeping vocabulary, expression, and quotation notebooks to enrich their language bank. She also reminds students that in an age where AI and digital tools are everywhere, self-discipline is essential. Her advice to students includes: never underestimate your potential, make every moment count, practise kindness, read widely, and stay focused—because focus is the key to achieving greatness.

English Book Recommendation

A book she often recommends is "The One Thing" by Gary Keller and Jay Papasan. She finds it a powerful guide for anyone hoping to improve productivity, clarity, and personal growth. The book challenges the myth of multitasking and encourages readers to prioritise what truly matters, offering practical strategies to build better habits and achieve meaningful progress in both personal and academic life.

Impression of Maryknollers

Reflecting on her experience with Maryknollers, Ms Leung describes them as dynamic, proactive, quick-witted, and highly responsive. She appreciates their energy and sharp thinking, which make classroom interactions lively and meaningful.



Ms. Yu Sik Ching

Ms. Yu Sik Ching is currently teaching Biology and Junior Science. Her academic background lies in Science and Education, having studied at the University of Hong Kong with a major in Ecology and Biodiversity. This foundation has shaped both her knowledge and her passion for teaching.



Inspiration for Teaching

Ms. Yu's inspiration for becoming a teacher comes from her personal experiences. When she was young, her kindergarten teacher continued to write letters to her for several years after she graduated. This act of kindness left a lasting impact and showed her the depth of care a teacher can offer. She was also guided by teachers who dedicated their time to supporting her academically and emotionally during difficult times. These experiences made her feel valued and motivated her to pursue a teaching career, so that she too can witness her students' growth and happiness.

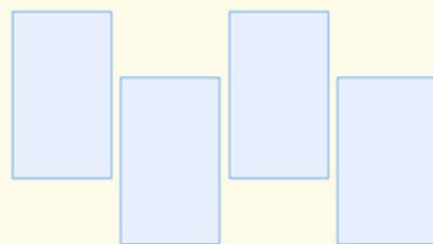
The Key to Biological Study

In the study of biology, she believes that observation skills are the most important for students to develop. Careful observation allows them to notice details in experiments, organisms, and ecosystems. By recognizing changes and patterns, students can better understand concepts such as adaptation and interpret scientific data. Developing these skills strengthens their scientific inquiry and deepens their appreciation of biology.



Mission at KTMC

At KTMC, Ms. Yu's mission is to make science both useful and interesting for students. She believes that learning becomes meaningful when it is connected to real-world issues. To achieve this, she plans to design lesson materials that stimulate curiosity and encourage active engagement. Collaboration also plays a key role in her teaching approach, as she intends to implement group projects and peer reviews to help students learn from one another.



Impression of Maryknollers

Based on her experience at KTMC so far, she would describe Maryknollers as energetic and expressive. They bring a lively spirit to the school, participating enthusiastically in classes, sports, and various activities. Their openness in sharing ideas creates a fun and friendly learning environment, fostering teamwork and a strong sense of community.

Mr. Hon Shing Chong

Mr. Hon joined us this year as a physical education teacher, aiming to help students grow both physically and mentally through sports.



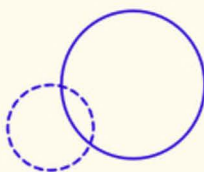
Mission at KTMC

As a physical education teacher, Mr. Hon Shing Chong's greatest hope is not tied to easily measurable or quantifiable objectives. Instead, his focus is on three key aspirations: helping students enjoy their PE classes, encouraging them to discover their interest in sports, and most importantly, teaching them positive values such as teamwork and effective communication through sports.

Sports activities often involve group work and team interactions, where differing opinions may clash and disagreements can arise. He aims to guide students in learning how to interact with different people through these experiences, helping them develop communication skills that they can carry into other aspects of life.

Impression of Maryknollers

Based on his observations so far, Mr. Hon feels that students are very expressive and genuine in their personalities. They are not afraid to show their emotions and opinions, which creates a lively and energetic learning atmosphere during PE lessons. This openness allows students to engage actively in activities and fully enjoy the learning experience, making lessons both dynamic and meaningful.



Basketball Team

Mr. Hon has observed that many members of the basketball team are relatively introverted and quiet. While they may not actively express their thoughts, they carefully observe details in silence. This characteristic is somewhat unusual for a sports team, where players are often perceived as outgoing, talkative, and proactive.

Track & Field Team

Furthermore, Mr. Hon has noted that the track and field team members generally exhibit strong self-discipline. As a result, many students make significant progress within just one semester. Their ability to stay focused and committed has become one of their key strengths.

Adaptation & Support at KTMC

In Mr. Hon's view, the adaptation period has been relatively smooth, thanks to the guidance of two experienced physical education teachers. Their support has helped him quickly become familiar with many tasks. Additionally, teachers of other subjects have been very friendly, creating a harmonious atmosphere that has allowed him to integrate into the environment more quickly.

馮玉玲老師



馮老師今年加入觀瑪大家庭，任教宗教科。談及教學心願，願引領更多青年，體會天主的愛與恩典。

老師深知宗教科非學生首重之課，但從未氣餒。「信仰如種，不在急收，而在深耕。」她盼學生敞開心扉，接納信仰之光。「天國好像一粒芥子，人把它撒在自己的田裡。」心中若有火苗，日後自能照亮前路。

初履觀瑪，馮老師期待與淳樸有禮的「觀瑪仔」相遇。親身走進課堂，她坦言現實與想像確有落差——少數學生的表現，尤其在品德與態度上，未盡如人意。然而更多時候，她被學生的溫暖打動。見微知著，同學發自內心的善意，她看在眼里，總是不吝讚賞。

在她眼中，好學生不止於成績。《禮記》云：「以德行為首。」品德與善心，必須放在首位。她相信，按天主的教導而行，縱使起步稍慢，成績未如理想，也能穩步前行。「學讀書，學做人，學走更遠的路」才是真諦。

僅少數學生是教友，確令校園信仰氛圍稍遜，反堅定她耕耘的決心。如聖保祿宗徒的教導：「然而使之生長的，是天主。」她盼透過課堂互動、日常分享，將信仰點滴滲進學生生活，讓同學體會：信仰非離地之事，而是可應用之智慧，是生活之力量。

不求立竿見影，只願默默撒種，靜待花開。馮老師深信，教育是一場耕耘——「含淚播種的人，必含笑獲享收成。」（詠126:5）

學生
聲音

STUDENTS'
VOICE



Survey on School Facilities

Over the past few years, the school has renovated various facilities with outdated equipment or decor in a bid to improve students' learning experience. To evaluate the effectiveness of these renovations, the Editorial Board conducted a reflection survey to collect students' thoughts and opinions regarding the upgraded facilities. In this survey report, we will take a deep dive into students' satisfaction level, and consider how the school could further encourage the use of these facilities. We have also explored whether students' usage of these facilities has changed after the first semester.

Survey Details



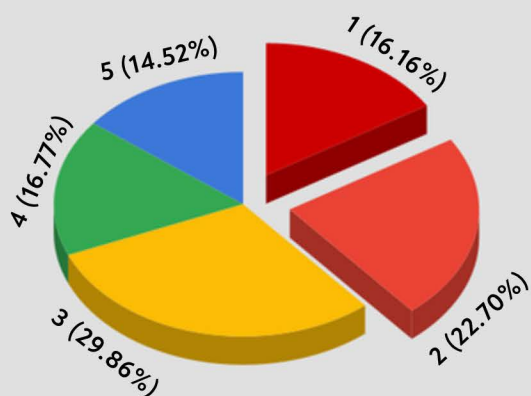
Valid Responses: 493

Frequency: 1=Never, 5=Very Often

Satisfaction Level: 1=Very Unsatisfied, 5=Very Satisfied

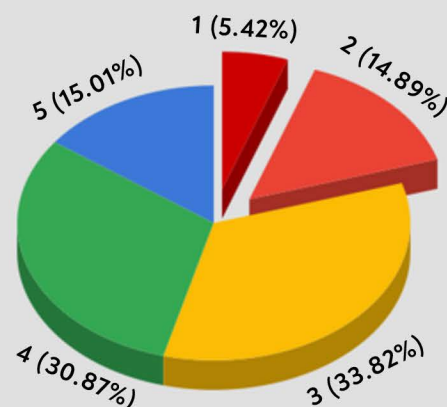
**Respondents who barely go to the canteen (chosen "1" in "Frequency") will not be asked how they are satisfied with the school facilities*

Canteen



Frequency

(Median: 3.37)



Average Satisfaction Level

(412 responses; Median: 3.88)

Satisfaction Levels on Aspects Surveyed (5-point scale)

Air Conditioning
Seat Arrangement
Seat Comfort
Seat Availability
Decor

≥3 (Satisfied): 77%-86%
≥4 (Very Satisfied): 46%-54%

Hygiene

relatively less satisfied:
≤2: 30%

With new seating and improved facilities, dining in the school is no longer an unpopular option among students. This shows the school's genuine commitment to improve students' school lives in an effective manner, which may also indirectly enhance students' learning experience as these improvements are far beyond students' fundamental needs.

In addition to numerical data, students also shared written feedback. Rather than upgraded features, many responses pointed to long-existing issues that still affect satisfaction levels instead. Is there anything the school can further improve in order to improve the satisfaction level?

Prices

Students often commented on food prices, which were regarded as an important part of the canteen experience. A number of respondents felt that prices remain relatively high.

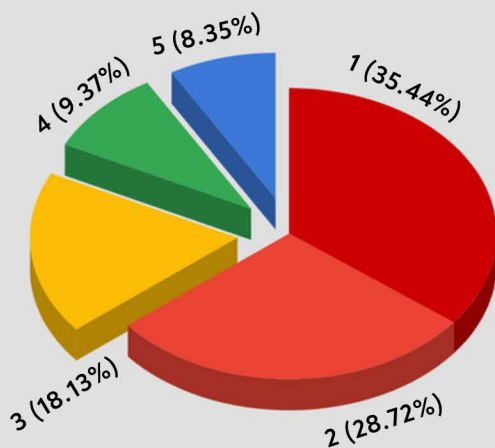
While rising operational, transportation and materials costs are understandable, it is still important to ensure that prices do not place undue financial burden on students. Conducting school-based surveys to gather student feedback on pricing may help the tuck shop adjust the prices more reasonably with students' views taken into account.

Hygiene

Several respondents also commented on hygiene and general cleanliness. Food scraps and rubbish were frequently observed on tables after use.

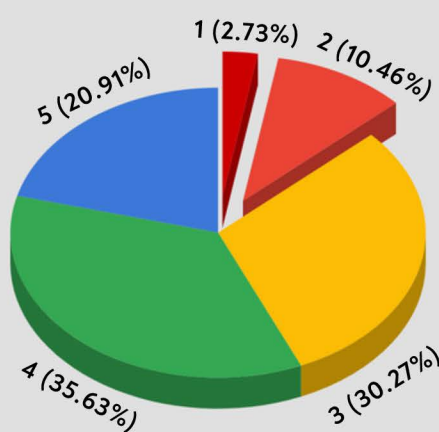
While it is common for restaurants in Hong Kong to provide table cleaning service, students should take responsibility by clearing their own tables in order to keep the school environment clean. Simple actions, such as throwing away rubbish and wiping tables, can help maintain a cleaner environment and reduce the workload of janitors. Additionally, providing more paper towels in the canteen, instead of only in the washrooms, could further encourage students to clean up.

Library



Frequency

(Median: 2.51)



Average Satisfaction Level

(317 responses; Median: 4.06)

Satisfaction Levels on Aspects Surveyed (5-point scale)

Variety of books
Quantity of books
Seat Comfort
Decor
Quietness
Technology Availability

≥3 (Satisfied): 83%-89%

≥4 (Very Satisfied): 53%-60%

The renovated library could satisfy most of the frequent library users' needs. Respondents showed a relatively high satisfaction level on the upgraded features. This shows that the school is capable of considering students' thoughts.

The primary concern identified is the development of students' reading habits. Despite the wide range of book choices in bookstores and public libraries, quite a number of the students tend to engage in reading mainly for academic purposes, such as completing assignments or searching for information. How can the school further encourage students to use the library and develop sustained reading habits?

Reward Schemes

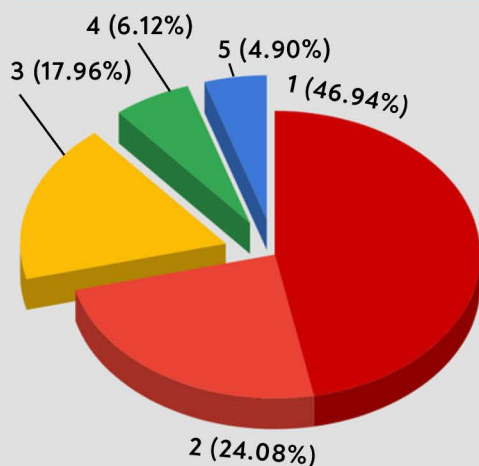
Some students suggested introducing reward schemes to promote reading. Previous initiatives, such as the Reading Monopoly, were well-intended, though their impact could be strengthened over time. In considering future schemes, it may be helpful to reflect on the types of rewards that students find motivating. Rewards that align more closely with students' interests may encourage greater engagement. The library could also explore light follow-up activities to support reading engagement beyond the borrowing of books.

Variety of Books

Maryknollers expressed interest in exploring a wider range of topics. The school could consider surveying students from different forms to understand reading preferences and expand collections accordingly. In our survey, interests such as music, sports and manga were frequently mentioned. While some genres may not be traditionally academic, interest-driven reading can serve as an effective entry point for developing reading habits.

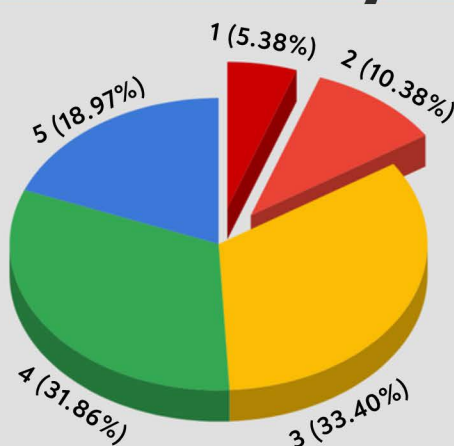


Glass-enclosed Study Room



Frequency

(Median: 2.13)



Average Satisfaction Level

(260 responses; Median: 4.03)

Satisfaction Levels on Aspects Surveyed (5-point scale)

Quietness
Seat Comfort
Outside View
Sustainability for group study
Decor

≥3 (Satisfied): 83%-89%
≥4 (Very Satisfied): 48%-54%

Privacy Level

relatively less satisfied:
≤2: 31%

Frequent users of the glass-enclosed study rooms are generally content about the upgraded features. Amidst all the criteria, the result of sustainability for group study is rather magnificent. These rooms are successful in providing a brand new environment for students to study.

Limited Supply

In the survey, students commonly mentioned the limited availability of the glass-enclosed study rooms, especially during peak periods such as mid-to-late March, when F.6 students prepare for public examinations and lower-form students prepare for tests.

While Rooms 104 and 105 serve as alternatives, in practice, situations where different forms share the same study space can result in overcrowding, particularly when these rooms are occupied for other purposes.

Since these rooms are intended to facilitate group learning, opening additional rooms on the first floor as supplementary study spaces could help reduce congestion. Allowing Room 106 (Peer Zone), a cozy space to be booked when vacant may also provide a practical alternative.

Privacy Level

Another point that several students mentioned is that the glass-enclosed study rooms lack sufficient privacy due to visibility and corridor noise. While these concerns are reasonable, such designs also serve safety and management purposes. Completely soundproof and enclosed spaces are uncommon in classrooms without CCTV. Compared to public study areas, the current design strikes a balance between supervision, functionality, and comfort, even though privacy may be limited.

Despite areas for improvement, the overall level of satisfaction suggests that the school has made continued efforts to enhance students' learning environment. The survey results highlight the importance of ongoing communication between students and the school. By remaining responsive to feedback, the school can continue to build a more open, supportive, and vibrant campus for all.



3X制度：利於升學，然增其負

——觀瑪仔眼中的3X制度

背景

近年，本校由中四開始所有學生皆需選修三個高中選修科（3X）。隨著科目優化，逾五成中四生選擇修讀三個選修科。面對「最佳5科／6科」的計分要求，3X有助增加錄取機率，令學生達至大學入學門檻「332A」的競爭力。

就本校的實施現況，本報邀請了觀瑪仔表達他們的看法。



高梓洋同學（中五，修讀2X）： 認同3X的優勢，惟壓力不容忽視

高同學對於「3X」制度表示認同。他認為，自通識科被公民科取代後，升學競爭有所加劇，尤其對擅長通識的同學影響更大。以中文大學的計分方式為例，他們相當於失去了8分的優勢。

競爭優勢的背後

高同學指出，修讀3X有其優勢。修讀2X的學生原本有6科可計分（2X + 中英數 + 通識），現在只剩5科（2X + 中英數）。3X制度能在學生失手時提供保底機會。加上其他學校普遍實施3X，以及自修生人數急增，他認為3X有助觀瑪仔維持競爭力，具存在必要。在DSE「高分取勝」的環境下，修讀3X的學生通常比2X的學生總分更高。3X能提升觀瑪仔的分數上限，增強與其他考生的競爭力，並在大學選科時享有更多選擇。同時，學校設有退修或轉科機制，為學生提供試錯空間。

學習壓力的平衡

然而，3X制度也有明顯缺陷。對於能力較弱或對第三科缺乏興趣的學生來說，修讀3X會壓縮溫習時間，增加學業壓力。《新亞學規》提到「求學與做人，貴能齊頭並進，更貴能融合為一」，但部分學生在2X下已能兼顧課外活動與學業，壓力適中；升至3X後，則難以平衡。高同學以自身為例：他擅長文字處理，數理能力較弱。由於中三成績不理想，選科優先度低，被迫選讀不擅長的科目。隨著課程難度上升，他擅長的科目也需投入更多時間，進一步加劇壓力。加上他在多項課外活動中擔任職位，時間需求甚大，3X使他難以兼顧學業與活動。對他而言，3X不僅壓縮了各科的溫習時間，也讓他競爭中處於不利位置，無法發揮所長。高同學坦言，他需投入大量時間才能保住及格成績，而這些付出未能有效轉化為DSE的競爭優勢。



在出路方面，高同學認為3X對他影響不大。他心儀的大學課程多採用「最佳5科」計分方式，他可以把時間集中於提升較弱科目，或進一步強化優勢科目，不必將時間分配給與目標無關的第三科。不過，他亦承認，在升學競爭日益激烈的情況下，若不幸在文憑試中失手，又缺乏第三科作為補救，恐怕難以入讀心儀課程。換言之，3X雖非必要，卻具備一定的保底功能。

吳駿樂同學（中五，修讀3X+M1）： 中立看待，3X並非人人適合

吳同學對「3X」制度持中立態度。學生要在有限時間內融會貫通大量知識絕非易事，因此應按自身需求，合理分配各科的溫習權重，以力爭上游。



個人能力的考量

他認為，3X能增加學生的升學機會，萬一在文憑試中失手，仍可透過第三科選修科作補救。他進一步指出，3X的必要性取決於個人情況。尤其對於本身未有明確志向、或無法兼顧六科的學生來說，其必要性則不大。以吳同學自身為例，他起初修讀M1時成績未如理想，但仍需同時兼顧3X與M1的學業，只能在兩者之間作出取捨。他認為，在繁重的學業下，取捨無可避免。

分散風險、全面發展

吳同學認為，3X能提升升學機會、分散風險，並促進學生的全面發展。相比2X，3X更能培養學生在不同領域的能力，互相補足。例如文科訓練書寫與表達能力，理科則補強數理邏輯。此外，學校設有退修與轉科機制，讓學生在探索興趣與擅長領域的過程中試錯空間。例如，有同學在中三時本打算只選2X，但在制度下可嘗試修讀第三科，發掘其他潛在興趣；若發現不適合，亦可彈性退修或轉科。對於能力稍遜的學生，3X固然會增加負擔，但吳同學認為，由於可以選擇退修，制度實際上並不會帶來過多的壓力。

總結

3X制度能提升DSE的升學競爭力，增加計分科目數目，為失手時提供保底機會，並在「最佳5科／6科」計分方式下，擴闊大學選科的彈性。然而，其代價是顯著加重學業壓力，尤其對能力偏下、志趣不符或課外活動繁重的學生，會壓縮溫習時間，反而可能使其在擅長科目上表現倒退。雖然學校容許退修以提供試錯空間，但在競爭氛圍下，仍有部分學生選擇勉強堅持。總結而言，3X並非人人適合：對目標明確、能力均衡的學生是優勢；對偏科或資源有限的學生，選擇2X並集中強化主科，可能更為有效。關鍵在於按個人志向與能力作選擇，而非盲目追求科目數量。



校隊與學會專訪

Teams & Clubs Interview

OI TEAM

In the world of competitive programming, success is not only about writing the fastest code, but also about having a supportive community that nurtures logic and creativity. The KTMC Informatics Olympiad (OI) Team began not with a formal curriculum, but with a vision of equity and excellence. Founded by Ng Pan, Lawrence and Hui Tin-Chak, Jack during their Form 3 year, the team was born from a reflection after the Hong Kong Olympiad in Informatics (HKOI): talent is universal, but opportunity is not. Their mission was clear—to create a platform where students with untapped potential could access resources, mentorship, and collaboration to thrive. We were glad to sit down with Lawrence to learn more about the story and vision behind the OI Team.



What inspired you to establish the OI TEAM?

After the competition ended, only Jack and I continued practising informatics. We found it somewhat discouraging to have such interest shared by just two people in the school. As a result, we wanted to form a team where students could support one another and ensure that individuals would not be overlooked.



What challenges has the team faced? How did you overcome them?

One challenge was sustaining long-term motivation. To tackle this, we regularly organised small activities and mini-competitions to keep members engaged and encourage healthy competition.

What do you think makes the OI TEAM different from those in other schools?

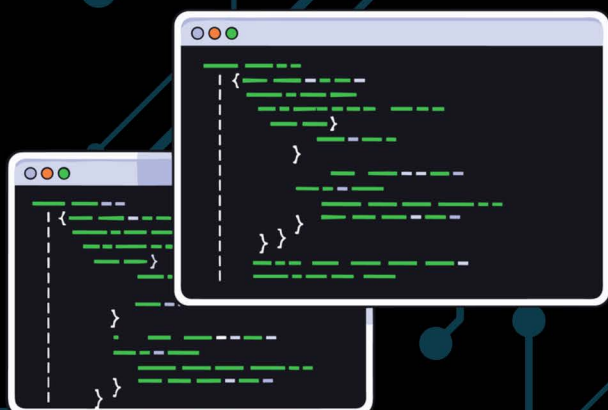
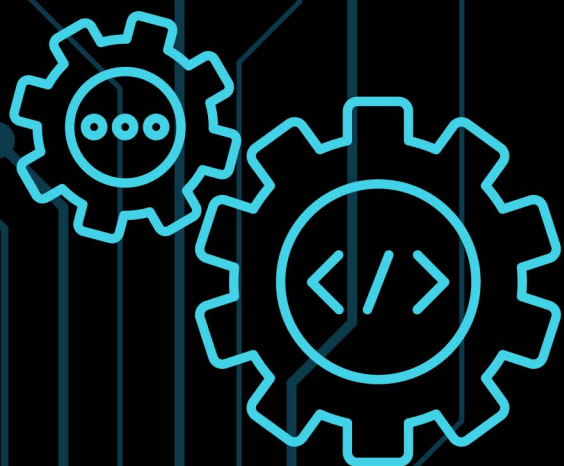
Compared to some other schools, our training resources are limited, particularly due to the lack of senior members who can return regularly to coach. However, we choose to focus on steady growth and making the most of what we have. Rather than relying heavily on external support, we aim to build a sustainable system through patience, commitment, and teamwork.



Do you hope members will learn from joining the OI Team?

Beyond technical knowledge, we hope members can learn the value of teamwork. While competitions are individual, preparation is always a collective effort. Members grow not only in conceptual thinking but also in perseverance, communication, and confidence - qualities that are valuable far beyond competitions.

While the OI Team recognises the challenges posed by limited resources and the absence of a long-established mentoring system, these constraints do not define its potential. By fostering a culture of persistence, collaboration, and healthy competition, the team demonstrates that internal synergy and dedication can bridge gaps in experience. For the OI Team, success is not measured solely by trophies or rankings, but by the development of resilient mindsets and a strong sense of teamwork that will benefit Maryknollers long after competitions end.



SCIENCE CLUB

Our school values learning experiences that go beyond academic results alone. Therefore, several F4 students co-founded the Science Club this year with the aim of exploring the true meaning of science - understanding nature and the world around us. By promoting a stronger science culture on campus, they hope to spark greater interest in science among KTMC boys. Let's find out more about this newly established club.



What inspired you to establish the Science Club?

We noticed that compared to areas such as languages, humanities, and sports, science activities in KTMC are relatively limited. Therefore, we were motivated to establish the Science Club in order to provide more hands-on science activities and learning opportunities for fellow students.

How would you define success for the Science Club?

Our goal goes beyond organizing activities. We hope to promote a lasting scientific culture in KTMC. This includes conducting experiments in the laboratories, watching science-related films and participating in visits to science exhibitions. At the end of the day, success for us means nurturing a lasting interest in science that future students can continue to build on.



What do you hope club members can learn?

As a science club, we hope our members can become familiar with laboratory equipment, including its functions and proper usage. Understanding the scientific principles is also an important takeaway. However, we believe the most important valuable lesson lies in the process rather than the results. Through experiments, students can develop communication and teamwork skills, and learn not to be afraid of failure. Failure is inevitable in scientific investigation. Instead of giving up when mistakes occur, students should learn to reflect, make improvements, and try again. The mindset of learning from failure can be applied not only in science, but also in many areas of life.

Besides experiments, talks, and sharing, the Science Club will also organise a Science Week. In the Science Week, science exhibitions with different themes will be held so as to attract students with different interests and help them understand a range of scientific concepts.



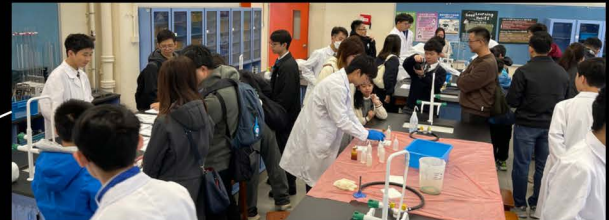


What opportunities for growth will be provided to the club members?

We will regularly organise demonstrations and experiments that all club members can take part in. During these activities, we will explain the scientific principles involved so that students can learn through hands-on experience and broaden their horizons. We believe that learning by doing experiments is often more interesting than learning solely from books.



For those who are more introverted or less interested in practical experiments, our Instagram page will publish a post related to science monthly. The posts will explore scientific principles behind everyday phenomena, for example, seawater desalination, to help students understand that science is actually closely connected to daily life. In addition, we will also invite university professors to give talks so that our club members can explore scientific knowledge beyond textbooks.



The Science Club hopes to engage more students in scientific exploration and help KTMC boys develop a strong scientific spirit - one that values curiosity, perseverance, and problem-solving. The founders also hope that more students can join external science competitions and activities, further strengthening the school's science presence in the future.



羽毛球隊

自2013年後，觀瑪羽毛球隊從D1組別降級至D2組別。在疫情前的一段時間，球隊於D2組別中持續處於中游位置，表現平平，未有突出成績。直至疫情過後，一群充滿熱誠與活力的年輕球員嶄露頭角，為球隊注入新動力，令一度停滯不前的齒輪再次轉動。憑藉他們的努力、汗水與堅持，球隊在D2學界賽事中漸露光芒，屢創佳績，連續數年於甲組及總成績名列前四，更於去年取得精英賽參賽資格。然而，多年來始終未能奪得D2賽事的冠軍殊榮。

直至今年，羽毛球隊甲組成員終於在D2學界賽事中勇奪冠軍，打破創校以來的冠軍荒，為校爭光。回顧賽事歷程，球隊在小組賽中一路過關斬將，雖在對陣李國寶中學時以0：3大比數落敗，但最終仍以小組次名晉級。隨後於八強賽及四強賽中奮力作戰，成功擊退強敵，尤其在四強以3：1戰勝聖公會呂明才中學，強勢闖入決賽。決賽中再度遇上李國寶中學，雙方全力拼搏，最終觀瑪以3：2反勝對手，贏得D2甲組冠軍，並再度取得精英賽入場券。這份成就，離不開每位隊員的無私付出、團隊合作，以及師兄弟之間深厚的情誼與傳承。

Captain 50 劉柏源

Q1 你認為獲得D2校際羽毛球冠軍的最大原因是什麼？

奪冠最主要的原因，一定是那份對羽毛球的熱愛、持之以恆的訓練、以及師兄對學校的歸屬感。由於疫情關係，自我中一入隊，大家才開始接觸羽毛球，我們會為了增長球技，探尋不同的方法令自己進步，經常會相約在翠屏街場切磋。

有不同比賽可以參加的時候，大家都會不約而同去報名，累積經驗。回到學校，已畢業的師兄偶爾會回來與我們打球，指導我們。每個隊員都會刻苦認真訓練，每一滴汗水都象徵著每一次訓練的成果，累積技術。我覺得我們能拿到這個冠軍最重要的原因並非是為了成就，也未必是幫學校奪冠的決心，但一定是象徵著我們羽毛球隊對羽毛球這項運動的熱情、團結以及恆心。很高興也很榮幸可以與一眾師兄見證著這個球隊的進步，祝師兄可以於DSE考獲佳績、師弟們可以保持心中那股如烈火般的熱血與衝勁，保持對羽毛球的熱情。

Q2 你是如何平衡訓練和學業？

於我而言，這確實是一個很困擾的問題。在有限的時間內需要兼顧學業與運動，必然需要作出取捨。每次有訓練的時候，我會提前完成作業以及複習。只有在比賽將近、實在迫不得已的情況下，才會暫時放下課業，向老師說明清楚。養精蓄銳，專注打好每一場比賽。當然，比賽結束後，我仍會盡全力追趕落下的學習進度，無論多麼辛苦。

Q3 你最喜歡羽毛球的那一點？

我最喜歡羽毛球的原因可以分為兩個方面。

從社交方面，羽毛球是一個至關重要的媒介，令我結識了一群很好的隊友和志趣相投的人，大家會有共同的話題、共同的目標，互相交流，朝着各自的目標一起努力。

從自身方面，打羽毛球如同下棋一樣，每一次打出去的球都是經過深思熟慮後做出的決定，我很享受面對不同打法風格的球手，要採取不同的戰術應對。其次，羽毛球亦相當考驗意志力，於我而言，我並沒有強力的進攻手段，亦沒有細膩的網前技術，唯一剩下的只有球未落地就絕不放棄的決心。我很享受對手覺得勝券在握的時候將球成功打回去的感覺，除非跌倒後實在追不到，否則無論甚麼時候我都會盡力追好每一球。



VICE Captain 5B 張梓源

Q1 你認為獲得D2校際羽毛球冠軍的最大原因是什麼？

這次學界能夠摘得桂冠，其中一個很重要的原因是我們整個羽毛球隊都有一顆團結的心，大家都為了這次學界比賽拼盡全力，所有人都準時出席訓練，哪怕是中六準備考DSE的師兄都不忘抽身去練球。在預備學界的過程中大家都互相鼓勵，務求在學界的時候能夠打出最好的表現。在比賽期間我們會不斷向賽場上的隊友打氣，增強我們球隊的士氣。無論領先還是落後，我們都會大聲喊出「加油」，每一句加油都是在建立通往冠軍的道路，團隊精神就是我們致勝的關鍵。

Q2 對於今年成為D2學界冠軍，你有什麼感受？

在決賽奪下致勝的一分後，我似乎停留在了那一刻，回過神來先發覺我們已經奪得了冠軍，是日夜掛在嘴邊足足半年的冠軍！那種興奮又熱血的心情，每一次我看見那塊金牌，回想起我們球隊開懷大笑的樣子，回想起我哋訓練的辛苦過程，回想起教練對我們無微不至的照顧，那種激動的情緒實在令人難以忘懷，久未平復。其實我到如今還是很難相信我們真的拿到了冠軍，一切都太過不切實際，像是做了一場夢。那種開心的心情，亦夾雜着一絲不捨，因為這一屆的學界是我和師兄最後一場並肩作戰的比賽了，不過該面對的終究還是要面對，如今可以做的就是為未來做好準備，令球隊繼續延續下去。

Q3 這次奪冠對球隊意味着什麼？

這個冠軍對我們球隊意義非凡，因為這是由我們付出的無數汗水所交織而成，是我們付出的時間、努力和堅持造就這次的成果。而且亦是我與中六師兄最後一次同心協力踏入羽毛球場並肩作戰的機會，和他們一起訓練的時光亦在今次的學界比賽結束之後告一段落。只能說能夠奪得這次的冠軍，球隊中的每一個人都是不可或缺的一環。明年就是我中學生涯最後一次學界比賽，我會為了下次的學界竭盡全力，延續觀塘瑪利諾書院羽毛球隊的精神。

感謝羽毛球隊為學校的付出與貢獻，你們的努力與佳績，大家有目共睹。期望你們今年能再創輝煌，力爭升上D1組別，迎接更艱巨的挑戰。即使未能如願升班，也願你們在D2舞台上繼續綻放光芒，永葆對羽毛球的熱愛。

Forward to victory go!

“THERE IS NO SUBSTITUTE FOR HARD WORK.
IF YOU WANT TO BE THE BEST OF THE BEST,
YOU HAVE TO PUT IN THE EFFORT.

// LEE CHONG WEI //





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