

## Hello JC people!

So, GP... the enemy of all JC students.

Small self introduction – I'm Prisca, a '24 graduate from TMJC. GP was my biggest worry in JC, scoring mid Cs and a B being the highest grade I received in school exams. Thankfully, I eventually scored an A in the A Levels!

(If curious, I did the education question for the 2024 A Levels. It was probably one of the more common questions people did because our year's questions were horrible.)

These were the notes I used from prelims to A Levels. I'm sharing these notes as I hope it can help simplify the GP learning process for y'all, and help condense what you need to know!

### **DISCLAIMERS**

1. These notes come from my cumulative JC journey – from teachers, seniors, friends – where I find a good phrase and put it in. I suggest you do the same, as it does help!
2. **Different schools demand different formats when it comes to writing.** If your school is more particular, the formats I put here may not be accepted. Keep that in mind if you're using any of these formats here! On that note, (I believe) these formats should be acceptable in TMJC's exams, since I learnt almost everything from them.
3. While I didn't have GP tuition from J1-J2, I attended a few pre-A Level crash courses by @gpmylaststraw on Instagram. Their resources are useful and they have free trial lessons, so if you'd like, do check them out!
4. **DO NOT claim these notes as your own.** 🙏 I own the original doc, and can prove my ownership.

I'll include some of my (kinda messy) example banks below. For GP, many teachers recommend choosing 3 topics to focus on, with just some good knowledge on other topics. For me, I enjoy reading about societal issues (it's very wide-ranging), digitalisation and the environment; hence I have more in-depth example banks for those topics.

I hope these will be of use to you!

All the best, you'll do just fine!

-Prisca

### **EXAMPLE BANKS - Use the sidebars on every doc to navigate!!**

- Digitalisation -  
[https://docs.google.com/document/d/1cq7nsgEYdqf9OIXOBOI59xYwXy\\_5r54Z1\\_62uXMxOSA/edit?usp=sharing](https://docs.google.com/document/d/1cq7nsgEYdqf9OIXOBOI59xYwXy_5r54Z1_62uXMxOSA/edit?usp=sharing)
- Environment -  
[https://docs.google.com/document/d/16qVjqikmypSBBTmJnZBD568BvZ-Wz7tkX2iqX\\_1kKus/edit?usp=sharing](https://docs.google.com/document/d/16qVjqikmypSBBTmJnZBD568BvZ-Wz7tkX2iqX_1kKus/edit?usp=sharing)
- Society -  
<https://docs.google.com/document/d/1EfbAYrlbhGUy1cC2TY0NKSmzb27nfTsP6PDDnd8-LI0/edit?usp=sharing>
- Misc. examples (more for AQ) -  
<https://docs.google.com/document/d/1MLhNPjssIR3uKPPPhNSGkcyM-3j0pPNg0vxA7S5XuYWw/edit?usp=sharing>

## GP REVISION

USE SIDEBAR TO NAVIGATE

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Good luck atb (٥'٤')٥

## GENERAL

### Perspectives / lens

<b>TIPPS</b>	<b>Time</b>	<ul style="list-style-type: none"> <li>- LR vs SR</li> <li>- Past → present → future</li> </ul>
	<b>Impact</b>	Scale, extent, frequency
	<b>Perception</b>	<ul style="list-style-type: none"> <li>- Ideal vs reality</li> <li>- Perception vs reality</li> </ul>
	<b>People</b>	<ul style="list-style-type: none"> <li>- Minority vs majority</li> <li>- Collective vs individual</li> </ul>
	<b>Status Quo</b>	Change over time vs no change
<b>SPECTRAM</b>	<ul style="list-style-type: none"> <li>• Social / Science / Sports</li> <li>• Political / Prejudice / Poverty / Philosophy</li> <li>• Economic / Environmental / Ethics / Education</li> <li>• Culture / Crime / Communications / Conflict</li> <li>• Technology / Terrorism</li> <li>• Religion / Race / Rights</li> <li>• Arts / Aesthetics</li> <li>• Media / Military / Medicine / Marriage</li> </ul>	
<b>PESTLE</b>	<ul style="list-style-type: none"> <li>• Political</li> <li>• Economic</li> <li>• Social</li> <li>• Technological</li> <li>• Legal</li> <li>• Environmental</li> </ul>	
<b>Levels</b>	<ol style="list-style-type: none"> <li>1. Global</li> <li>2. Regional</li> <li>3. National</li> <li>4. Community</li> <li>5. Family</li> <li>6. Individual</li> </ol>	
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Corporations / firms</li> <li>• Governments</li> <li>• Non-governmental organisations (NGOs) (e.g. Red Cross, Salvation Army)</li> <li>• Inter-governmental organisations (e.g. ASEAN, NATO)</li> <li>• Criminal organisations / syndicates (e.g. Triad, Mafia)</li> </ul>	
<b>Context</b>	<u>TIME</u> <ul style="list-style-type: none"> <li>- Now, today VS the past? the future? “Since time memorial”</li> <li>- Globalisation, technology, digitalisation</li> </ul>	

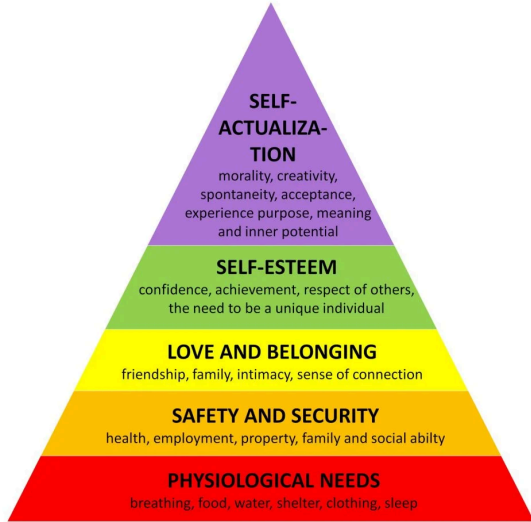
	<p><u>PLACE</u></p> <p>'in your society' = SG</p> <ul style="list-style-type: none"> <li>- Rich vs poor: GDP, distribution of wealth</li> <li>- Big vs small: Land and population size</li> <li>- Young vs old: Age of civilisation, govt, population</li> <li>- East vs West: Geography, culture, ideology</li> <li>- Religious vs secular: State, people</li> <li>- Free vs controlled: Politics, economy</li> </ul>
<b>CLAMS</b>	<ul style="list-style-type: none"> <li>• Context</li> <li>• LR / SR</li> <li>• Alternatives</li> <li>• Magnitude / Severity</li> </ul>
<b>IONG</b>	<ul style="list-style-type: none"> <li>• Individual / domestic</li> <li>• Organisation / group</li> <li>• National</li> <li>• Global / international</li> </ul>
<p><b>Types of governance</b></p> <p>(relevant today / more imp)</p>	<p><u>Democratic</u></p> <ul style="list-style-type: none"> <li>- 'rule by the people'</li> <li>- e.g. People can vote their elected representatives into Parliament</li> <li>- e.g. SG</li> </ul> <p><u>Populist</u></p> <ul style="list-style-type: none"> <li>- Society is separated into 2 groups at odds with each other</li> <li>- 'the people' juxtaposed with 'the elite'</li> <li>- e.g. USA</li> </ul> <p><u>Authoritarian / Dictatorship / Totalitarian</u></p> <ul style="list-style-type: none"> <li>- Enforcing strict obedience at the expense of personal freedom</li> <li>- Demanding complete compliance</li> <li>- e.g. North Korea</li> </ul> <p><u>Communist</u></p> <ul style="list-style-type: none"> <li>- Classless society; everyone is equal</li> <li>- e.g. China</li> </ul>
<b>Personal perspectives</b>	<p><u>Humanitarian</u></p> <ul style="list-style-type: none"> <li>- Concerned with the welfare / well-being of ALL humans</li> <li>- 'If one suffers, this plan is no good'</li> </ul> <p><u>Utilitarian</u></p> <ul style="list-style-type: none"> <li>- 'For the greater good' – greatest good for the greatest number</li> <li>- Maximises societal well-being</li> <li>- Whether an action is moral depends on the outcome</li> </ul> <p><u>Deontology</u></p> <ul style="list-style-type: none"> <li>- Rules to distinguish right and wrong – universal moral laws 'Don't lie, don't</li> </ul>

	<p>steal, don't cheat' (Philosopher Immanuel Kant)</p> <ul style="list-style-type: none"> <li>- Whether an action is moral depends on the nature of the act, not the outcome</li> <li>- Opposite of utilitarian</li> </ul> <p><u>Social justice</u> (also a theory)</p> <ul style="list-style-type: none"> <li>- Everyone deserves equal rights &amp; opportunities (social, economic, political)</li> <li>- Human rights, participation, access, equity</li> </ul> <p><u>Communitarianism</u></p> <p>Prioritising collective good over individual good (like in SG)</p>
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### World characteristics

- **VUCA** (volatile, uncertain, complex, ambiguous) / capricious / inconsistent / erratic / unstable / irregular / impulsive
- Technologically advanced / digital improvements / groundbreaking innovations
- Capitalist "money makes the world go round" / profit-motivated / business-oriented
- Climate change wow (highly susceptible)
- Westernised

### Theories / stuff that we can use to sound smart

<p><b>Maslow's Hierarchy of Needs</b></p>	<p>Understanding the <b>motivations of human behaviour</b></p> <ul style="list-style-type: none"> <li>- Psychological needs → safety &amp; security → love &amp; belonging → self-esteem → self-actualisation</li> </ul>  <p>The diagram is a pyramid divided into five horizontal layers, each with a specific color and text. From top to bottom: 1. Purple layer: 'SELF-ACTUALIZATION' with subtext 'morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential'. 2. Green layer: 'SELF-ESTEEM' with subtext 'confidence, achievement, respect of others, the need to be a unique individual'. 3. Yellow layer: 'LOVE AND BELONGING' with subtext 'friendship, family, intimacy, sense of connection'. 4. Orange layer: 'SAFETY AND SECURITY' with subtext 'health, employment, property, family and social ability'. 5. Red layer: 'PHYSIOLOGICAL NEEDS' with subtext 'breathing, food, water, shelter, clothing, sleep'.</p>
<p><b>Hofstede's cultural dimensions theory</b></p>	<p>Framework for <b>cross-cultural communication</b></p> <ul style="list-style-type: none"> <li>- Power distance, indulgence vs restraint, individualism vs collectivism, masculinity vs femininity, uncertainty avoidance, LR vs SR orientation</li> <li>- Shows effects of society's culture on the values of its members &amp; how values relate to behaviour</li> </ul>

<b>Social contract theory</b>	<p>People live together in society <b>in accordance with an agreement that establishes moral &amp; political rules</b> of behaviour</p> <ul style="list-style-type: none"> <li>- Citizens abide by govt's rules; in t=return, govt takes care of citizens</li> <li>- Consent of people in a society to be subject to legitimate laws</li> <li>- e.g. During COVID-19, we all wore masks</li> <li>- e.g. Paying income tax</li> <li>- lowkey communitarianism</li> </ul>
<b>Virtue theory</b>	<p>An individual's ethical behaviour should be measured by <b>trait-based characteristics</b>, rather than consequences of their actions or particular duties they are obliged to obey</p> <ul style="list-style-type: none"> <li>- i.e. courage, honesty, wisdom</li> <li>- Emphasis on <b>cultivating good values</b></li> </ul>
<b>Rational Choice theory</b>	<p>Adam Smith → individuals use <b>rational calculations to make decisions</b> that result in <b>outcomes aligned with their own best interests</b></p> <ul style="list-style-type: none"> <li>- e.g. NUS's Faculty of Arts and Social Sciences (FASS): drop in undergraduates from 6400 in 2019/20 to 4400 in 2024 – shift in focus to higher job security &amp; potential in STEM</li> <li>- But note that it is a blend of <b>individual preference + societal values</b></li> </ul>
<b>Spiral of Silence Theory</b>	<p>Elisabeth Noelle-Neumann, 1974 → people fear being isolated, as they believe society / their social group <b>might exclude them due to their opinions</b></p> <ul style="list-style-type: none"> <li>- People tend to keep quiet when they feel like their views are in opposition to the prevailing norm</li> <li>- Also might be a evolutionary development for survival</li> <li>- Causes a <b>feedback loop → minority opinions “spiral” down</b> towards less visibility</li> <li>- e.g. US elections: “shy Trump voters” reluctant to follow the minority, ends up voting for Trump (2016 elections)</li> <li>-</li> </ul>
<b>Bystander effect</b>	<p>People do not intervene in a group setting; <b>less likely to offer help to a victim in a group</b></p>

<b>Nudge Theory</b>	<p>Behavioural economic policy: positive reinforcements &amp; indirect suggestions as ways to influence the behaviour &amp; decision-making of groups &amp; individuals</p> <ul style="list-style-type: none"> <li>- Nudging someone to make better choices through simple, discreet policies while retaining their freedom of choice</li> <li>- <b>Power of suggestion</b></li> <li>- e.g. LTA's "Thoughtful Bunch", 2014: those mascots like Hush Hush Hannah &amp; Stand Up Stacey</li> </ul>
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## UDHR (the impt bits)

1948: United Nations' Universal Declaration of Human Rights (UDHR)

Article 1	All human beings are born <b>'free and equal in dignity and rights'</b>
Article 3	Every human being has the inherent right to <b>'life, liberty and security</b> of person'
Article 12	No one shall be subjected to 'arbitrary interference with his privacy'
Article 18	Everyone has the right to <b>freedom of thought, conscience and religion</b> ; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.
Article 19	Everyone has the right to <b>freedom of opinion and expression</b>
Article 19	Every human has the right "to seek, receive and impart information and ideas through any media and regardless of frontiers."
Article 26	Everyone has the right to <b>education</b> .
Article 27	Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.



## PAPER 1

### To state an argument

- I posit that
- I opine that
- I postulate / expostulate that
- I put forth the view that
- I assert that
- I contend that
- I argue that
- I put forth the contention that...

### For OVRs

- Naysayers of my point...
- Detractors of my stand...
- Sceptics of my stand...
- Critics of my stand...
- On the other side of the spectrum...
- Seen from another light...
- The staunchest defenders of...
- Proponents of the belief that (opposing view) argue that ...
- Yet, notwithstanding the above arguments, critics... (= 'despite that'...)
- This seemingly impregnable argument is easily broken down by examining the fact that....
- It is myopic to deny that...
- This argument, unfortunately, fails to depict the world in holistic terms...
- However, such a cogent and seemingly impregnable argument rests precariously on the flawed assumption that...

### How to choose the right question checklist

1. Do you know how to address the **polarity + main variable**?
  - **Polarity:** words like should, could, does, will
  - **Main variable:** key term that must be resolved at the end of the argument (e.g. allowed / not allowed)
2. Do you know how to address the **constants** in the question, if there are any?
  - **Constants:** absolute terms (always, never, ever) / qualitative terms (mere)
3. Do you have sufficient **knowledge & examples** of the topic?
4. How **popular** would this question be amongst the candidates?
  - Less popular = higher chance of A

## Essay

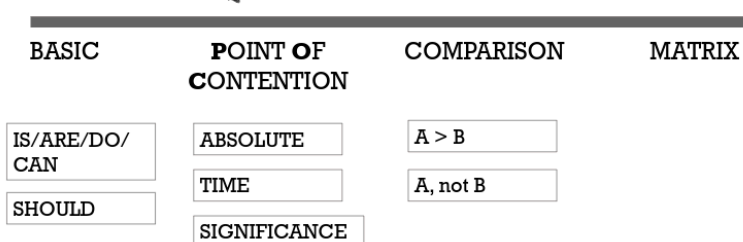
→ Format: Intro, 3SV + 2 OVR, Conclusion

Intro	<p><b>Background:</b> hooks</p> <p><u>Hooks</u></p> <ol style="list-style-type: none"> <li>1. Referring to an actual event</li> <li>2. Highlighting a key trend / startling statistic</li> <li>3. Apt quote from a renowned figure</li> <li>4. Referring to a work of fiction / popular culture</li> </ol> <p><b>Foreshadowing:</b> key stakeholders + why they react</p> <p><b>Stand:</b> incorporate keywords; decide on the one with more points</p> <p><b>Suggested stuff to include in intro</b></p> <ul style="list-style-type: none"> <li>• <b>Event / trends</b> that frame the issue</li> <li>• <b>Stakeholder</b> (be precise) + <b>reaction</b></li> <li>• <b>Stand</b> / thesis</li> </ul>
Body paragraph	<p><b>Things to note while writing</b></p> <ol style="list-style-type: none"> <li>1. <b>Clarity:</b> use short &amp; sweet sentences</li> <li>2. <b>Accuracy:</b> factually accurate stuff</li> <li>3. <b>Relevance:</b> remember to see if it suits the context</li> </ol> <p><b>!! Coherency !!</b></p> <ul style="list-style-type: none"> <li>- Reader should not have to question “how did we get from here to here?” or “why the sudden jump?”</li> <li>- Show a <b>CLEAR CONNECTION</b> between paragraphs – each para should lay the foundation for the next</li> <li>- <b>Signposts, transitions, connectors</b> are very important</li> </ul> <p><b>How to arrange points to be coherent</b></p> <ol style="list-style-type: none"> <li>1. How <b>significant / important</b> is the point? <ul style="list-style-type: none"> <li>- <b>Fundamental</b> points = <b>first</b> point</li> <li>- Important <b>opposing</b> points = <b>first address</b> these before moving on</li> </ul> </li> <li>2. Does one point <b>lead to another</b>?</li> <li>3. Is the point <b>common, controversial or insightful</b>? <ul style="list-style-type: none"> <li>- <b>Insightful → common → controversial:</b> draw in the reader, hide the common stuff in the middle, be controversial at the end since your credibility is established</li> <li>- OR <b>Common → controversial → insightful:</b> make it obvious, hide the controversy, build up to a climatic end</li> </ul> </li> <li>4. Is the point an <b>exception or universally applicable</b>? <ul style="list-style-type: none"> <li>- How many contexts / people / cases does it apply to</li> <li>- Discuss <b>more universals point first</b>, then minorities</li> </ul> </li> </ol> <p><b>3 SV + 2 OVRs</b></p> <ul style="list-style-type: none"> <li>- PEEL structure</li> <li>- Topic sentences: be clear, include keywords, no examples – stand + <b>WHY</b></li> <li>- Note that NOT EVERYTHING IS BLACK &amp; WHITE. There are grey areas – so you need qualifiers! (slightly true, mostly true...)</li> </ul>

	<p><u>How to incorporate evaluation into SVs</u></p> <ul style="list-style-type: none"> <li>Point, Elab, Example, Elab 2, Example 2, Link</li> <li>“Moreover...” Show how there are more factors + examples that support your statement</li> </ul> <p><b>OVR [PEPEEL structure]</b></p> <ul style="list-style-type: none"> <li>TS: Use key terms from the qn (ATQ!) + include reason</li> <li>Unpack reason – you and someone else think differently</li> <li>Transition sentence!!</li> <li>Unpack transition</li> <li>Example (1)</li> <li>Reiterate TS</li> </ul> <p><b>Concession</b> ONLY when it's an undeniable fact (kinda hard though...)</p>
<b>Conclusion</b>	<ol style="list-style-type: none"> <li>Restatement of the thesis / stand – link back to intro</li> <li>Underscore what is ultimately at stake</li> <li>Summary of main points</li> <li>Reflective evaluation: call to action – the way forward</li> </ol> <p>NOTE: Cambridge is a sucker for good endings – don't end off on a depressing note; give at least SOME hope for the future</p>

### Essay question types

## RANGE OF QUESTION TYPES



<b>Basic question</b>	<p>→ yes / no; +ve and -ve impact</p> <ul style="list-style-type: none"> <li>e.g. Does it have a positive effect?</li> </ul> <p>→ To what extent ... (use a spectrum)</p> <p style="text-align: center;"> <span style="margin-right: 100px;">Negative</span> <span>Positive</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">←</span> <span>→</span> </p> <p style="text-align: center;"> <span>Highly harmful</span> <span>Quite harmful</span> <span>Beneficial some of the time</span> <span>Beneficial most of the time</span> <span>Highly beneficial</span> </p>
<b>‘Can’</b>	<p>Given the knowledge, ability, power skill</p> <ul style="list-style-type: none"> <li>Possibility to do something</li> </ul>

<b>'Should'</b>	<p>Easy ideal vs reality</p> <ul style="list-style-type: none"> <li>- Given the knowledge, ability, power skill</li> <li>- Must / Ought to be done</li> <li>- Some obligation; moral duty / necessity / ethical considerations VS legal / legitimate concerns</li> <li>- Pragmatic or principled argument – MORALS VS PRACTICALITY</li> </ul> <p><b>ISMELLU</b></p> <ul style="list-style-type: none"> <li>• <b>I</b>deal: is it upheld?</li> <li>• <b>S</b>ensible?</li> <li>• <b>M</b>oral?</li> <li>• <b>E</b>thical?</li> <li>• <b>L</b>egal?</li> <li>• <b>L</b>ogical?</li> <li>• <b>U</b>tilitarian?</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>- 1948: United Nations' Universal Declaration of Human Rights (UDHR) – common standard of achievements for all peoples and nations (pg 5)</li> <li>- Singapore Teachers' Pledge, SG Medical Council Pledge</li> </ul>						
<b>Point of Contention (PoC)</b>	<p><u>Basic structure</u></p> <table border="1" data-bbox="418 951 1352 1140"> <tr> <td><b>Intro</b></td><td>Highlight the assumption made</td></tr> <tr> <td><b>1st body paragraph</b></td><td>Concede how some of the assumption may be true</td></tr> <tr> <td><b>Rest of essay</b></td><td>Refute the assumption: no longer correct / true</td></tr> </table> <p>→ <u>Absolutes</u>: never / ever / always / any / none / solely / only / every (extremes)</p> <ul style="list-style-type: none"> <li>- Show exceptions to the 100% rule</li> <li>- Usually will have 1 stronger side than the other (still try to think of 2 points for the weaker side; 3-4 for the strong one)</li> </ul> <p>→ <u>Significance</u>: merely / simply / just / anything/nothing more than / too much/little</p> <ul style="list-style-type: none"> <li>- Assumes that something has little / no value previously OR overstepped some limit</li> <li>- Consider the misjudgement of the thing (biased? false? today)</li> </ul> <p>→ <u>Time</u>: still / no longer / increasingly / anymore</p> <ul style="list-style-type: none"> <li>- Value of something changed (usually decreased) from past to today</li> <li>- Show that the value has actually remained constant / high / increased + future increase if possible</li> </ul>	<b>Intro</b>	Highlight the assumption made	<b>1st body paragraph</b>	Concede how some of the assumption may be true	<b>Rest of essay</b>	Refute the assumption: no longer correct / true
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<b>1st body paragraph</b>	Concede how some of the assumption may be true						
<b>Rest of essay</b>	Refute the assumption: no longer correct / true						

## PAPER 2

### SAQs

#### Types

1. Direct Paraphrasing
2. Comparisons
3. Inferential: use of vocab / punctuation / illustration / figurative language / stylistic devices / authorial techniques
4. Author's attitudes

If you need steps to help you: M.U.L.T.I

2) USE YOUR OWN WORDS:  
*If there is, answer can be found in passage.*

4) TYPE:  
*WHY vs. HOW vs. WHAT require different skills*



1) MARKS:  
*1m = 2 minutes*  
*1m = 1-2 points*  
*2m = 2-4 points*  
*3m = 3-6 points*

3) LOCATION  
*Line vs. Paragraph*

5) INVERTED COMMAS  
*Paraphrase whatever is in inverted commas*

<p><b>Direct paraphrasing</b></p>	<p><b>APT Paraphrasing</b></p> <ul style="list-style-type: none"> <li>• <b>Accuracy:</b> correct connotation captured</li> <li>• <b>Precision:</b> capture intensity + nuance of word – don't be vague</li> <li>• <b>Thoroughness:</b> completeness of idea – context + relationships (cause-effect / compare-contrast)</li> </ul> <ol style="list-style-type: none"> <li>Find the answer           <ul style="list-style-type: none"> <li>- Line: +/- 1 line</li> <li>- Paragraph: look for keywords, split points up</li> <li>- For every mark, 1-2 points are needed</li> </ul> </li> <li>Paraphrase           <ul style="list-style-type: none"> <li>- Split parts if needed: firstly A, secondly B (use signposts!)</li> <li>- APT paraphrasing</li> <li>- Put answer in context + look out for action words!</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• <b>“Why”:</b> <b>reasons</b> (because, as a result, for, as, etc) → may come directly before or after the question keywords</li> <li>• <b>“How”:</b> <b>methods, processes, techniques</b> (explain steps)</li> <li>• <b>“What”:</b> <b>definitions / meanings</b> (explain clearly)</li> </ul>
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<b>Comparison</b>	<ol style="list-style-type: none"> <li>Find the answer <ul style="list-style-type: none"> <li>Line: +/- 1 line</li> <li>Paragraph: look for keywords</li> <li>1m = 1-2 points</li> <li><b>USE SIGNPOSTS</b></li> </ul> </li> <li>Paraphrase <ul style="list-style-type: none"> <li><b>Similarities:</b> “<b>BOTH</b> A &amp; B are [same quality]”</li> <li><b>Difference / contrast / distinction:</b> “<b>While</b> X is A1, Y is A2”</li> <li>NOTE: DON’T DO – X is A1, Y is not A1</li> </ul> </li> </ol> <p>NOTE: Must find a <b>MATCHED PAIR</b> for points!</p> <ul style="list-style-type: none"> <li>Some may need to be inferred</li> </ul> <p>Hybrid qn wow</p> <p>e.g. Author’s purpose in contrasting crowd membership with a ‘muscle’?</p> <ul style="list-style-type: none"> <li><b>[function]</b> The author uses a metaphor / analogy / comparison so that the reader can better understand / relate to how crowd membership is different from muscles,</li> <li><b>[context]</b> in the way that our desire to be a crowd member is innate / inherent / intrinsic / natural to us, and will not disappear / weaken / fade</li> </ul>	
<b>Use of vocab</b>	<ol style="list-style-type: none"> <li>Find the answer <ul style="list-style-type: none"> <li>Line: +/- 1 line</li> <li>Paragraph: look for keywords</li> <li>1m = 1-2 points</li> </ul> </li> <li><b>FUNCTION + CONTEXT</b> <ol style="list-style-type: none"> <li>Function of vocab</li> <li>Relate function to context of question</li> <li>Paraphrase targeted line if needed</li> </ol> </li> </ol>	
	<b>Intensifiers</b>	(e.g. significantly, all the more so) <b>Emphasis</b> of a point in context
	<b>Qualifiers</b>	(e.g. almost, rather) <b>Qualify</b> a point in context  e.g. ‘few’, ‘a little less’, ‘down a notch’ <ul style="list-style-type: none"> <li>Words of measurement / quantifying words show how small individual efforts in climate change do not bring about much change</li> </ul>
	<b>Even</b>	To <b>emphasise / stress on the great extent</b> of a point in context, such that something <b>unexpected</b> occurs
	<b>PoC</b>	(e.g. always, never, all, ever, even, merely) [ref. to ‘even’]

<b>Punctuation</b>	1. Find the answer <ul style="list-style-type: none"> <li>- Line: +/- 1 line</li> <li>- Paragraph: look for keywords</li> <li>- 1m = 1-2 points</li> </ul> <b>2. FUNCTION + CONTEXT</b> <ul style="list-style-type: none"> <li>(a) Function of punctuation</li> <li>(b) Relate function to context of question</li> <li>(c) Paraphrase targeted line if needed</li> </ul>	
	<b>Brackets / Parentheses</b>	<ul style="list-style-type: none"> <li>• Provides <b>extra / additional information</b> / a side note to</li> <li>• <b>emphasise / support / strengthen / reiterate</b> a point (explain point)</li> </ul>
	<b>Quotation marks / inverted commas</b>	To <b>question / challenge the suitability</b> / aptness / appropriateness of using a word/phrase to describe something that does not typically meet the expectation of the word/phrase's connotation <ul style="list-style-type: none"> <li>• <b>Literal + contextual meaning</b></li> <li>• "The author does not literally mean ____, but means ____"</li> <li>• May use to be ironic → implied disagreeing with word usage / word is not valid or true in that context</li> </ul>
	<b>Repetition</b>	<ul style="list-style-type: none"> <li>• <b>Emphasises</b> the idea presented in the repeated word</li> <li>• Need <b>CONTEXT</b> → convey point made by repetition</li> </ul>
	<b>Ellipses (...)</b>	For dramatic emphasis / show <b>repetition/endless continuation</b> (non-exhaustive list, selective omission) <ul style="list-style-type: none"> <li>- e.g. The 3 dots are used to represent a pause in speech, particularly when one is hesitant / underwhelmed</li> </ul>
	<b>Italics</b>	<b>Emphasises</b> the words; makes the point <b>clearer</b> /more distinctive
	<b>Questions</b>	Rhetorical → point made/implied? <ul style="list-style-type: none"> <li>- To <b>provoke thought</b> in the reader OR</li> <li>- To <b>build/strengthen</b> the author's point/line of reasoning</li> </ul> e.g. <ul style="list-style-type: none"> <li>- [F] The author's use of questions draws our attention to / convinces us of his point / challenges our prevailing notions of pessimism (which is negative),</li> <li>- [C] that hopeful pessimism is the superior alternative to brute optimism / to think of pessimism as an admirable/highly +ve quality/a merit/for the greater good.</li> </ul>
	<b>Dashes</b>	To give <b>additional information; offer their personal opinion</b> as an outsider <ul style="list-style-type: none"> <li>- e.g. Author wanted to emphasise how passivity in Canadian culture / the aversion to making a scene is not just limited to architecture but also applies to other issues.</li> </ul>
	<b>Colon (:)</b>	To <b>announce / introduce / define / direct attention</b> to a list.

Illustrations	<ul style="list-style-type: none"><li>• The author uses an example/analogy/statistic/survey of X to...</li><li>• Paraphrase relevant parts of the question, put in context</li></ul> <p>Capture point being underscored/emphasised</p> <ul style="list-style-type: none"><li>- Explain illustration / example</li><li>- Link <b>example + author's point (theme, feelings, etc.)</b></li><li>- Author's final argument → paraphrase the point made by the illustration</li></ul>	
Figurative language	Metaphor, analogy, paradox, irony	
	<b>SIMILARITY:</b> metaphor & analogy	<b>LINK LITERAL + CONTEXTUAL MEANING</b> <ul style="list-style-type: none"><li>- Visualise to understand the quality conveyed</li><li>- Connotations: 'just as', 'similar to'</li></ul>
	<b>CONTRADICT:</b> paradox & irony	<b>EXPECTATION + REALITY</b> Contradictory ideas/notions/concepts; opposing intention vs action
		<u>Paradox</u> <b>2 possibly contradictory</b> valid feelings/emotions <ul style="list-style-type: none"><li>- e.g. The greatest paradox in life is the nature of satisfaction;</li><li>- achieving our goal should make us feel happy / content but it does not.</li></ul>
Stylistic devices	Any organisational patterns serve to bring reader back to <b>author's claim</b> <ul style="list-style-type: none"><li>• RMB: <b>Purpose/reason/basis</b> to do so → what is their <b>point</b>?</li><li>• Link function explanation to contextual claim / argument + paraphrase</li><li>• Pay attention to main line of argument/reasoning + links bt intro &amp; conclusion</li></ul>	
	<b>Intro:</b> Establish <b>relevance / significance of main argument</b> <ul style="list-style-type: none"><li>• Choice of opening is to <b>interest + engage</b> reader, while contextualising the topic / claim</li></ul>	
	<b>Conclusion:</b> How does the author <b>summarise, reiterate, strengthen the claim + convince the reader</b> ? (i.e. call to action? question to ponder over?)  <u>Some functions to know:</u> <ul style="list-style-type: none"><li>• Acts as a <b>frame to the intro</b></li><li>• Circles back to their <b>hook in the intro</b></li><li>• <b>Reinforces / Reiterates</b> the author's point</li><li>• Gives a <b>call to action</b> / Prompts people to take action by...</li></ul>	



<b>Authorial techniques</b>	<p><b><u>Personal pronouns</u></b></p> <ul style="list-style-type: none"> <li>• Makes it <b>more relatable</b> to readers</li> <li>• Includes / directly <b>addresses</b> the reader to show <b>we have a role to play</b></li> <li>• Shows how the <b>impact/implication</b> of the point affects the reader / everyone / relevant audience</li> <li>• RMB: <b>CONTEXTUALISE + LINK BACK TO AUTHOR'S POINT</b></li> <li>• Be VERY <b>SPECIFIC</b> about context!</li> </ul> <p>e.g. 'you'</p> <ul style="list-style-type: none"> <li>- To show that the sad state to which the elderly have been reduced to is a common sight that the reader has seen to draw attention to the plight of the elderly</li> <li>- To make the reader consider/face the possibility that the reader may eventually become frail / weak / reliant / non-functioning</li> <li>- Could also show how we are observers pitying the old people who have declined in health and vitality</li> </ul> <p>e.g. 'we' in the conclusion</p> <ul style="list-style-type: none"> <li>- Saying that we all have a role to play // As readers, we feel personally involved/stand along with the author to take action to preserve languages</li> </ul>
	<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• <b>CONTEXTUAL POINT + EVERY WORD</b>: Unpack <b>meaning</b> → how does it serve to bring you to the <b>author's point</b>?</li> <li>• Literary features could be used (analogy, metaphor, irony...)</li> </ul> <p>Exaggerated language, emotionally charged language, hyperbole, figurative language, metaphorical expression, parallels, repetition, words that suggest a certain connotation...</p> <ul style="list-style-type: none"> <li>- Unpack purpose + link to point being conveyed</li> </ul> <p>In some contexts, remember that <b>INTENSIFIER</b> is needed; e.g.</p> <ul style="list-style-type: none"> <li>- 'subtle terror': describes socmed's influence as menacing / insidious / tacitly causing extreme fear</li> <li>- 'regime': its oppressive force / authoritarian hold / outsized influence /control / stronghold over people</li> </ul>
	<p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>• Know the author's stand/claim → ascertains if the author's attitude is <b>generally +ve / -ve</b></li> <li>• Note use of language + author's position on the issue + understand context</li> </ul>

Attitude bank (more useful/common ones higher up)

Positive	Negative	Others
<p>optimistic/hopeful approving philosophical/reflective</p>	<p>critical sceptical/doubtful pessimistic</p>	<p>detached indifferent ambivalent</p>

<b>frank/honest/candid</b> <b>forgiving</b> admiring/laudatory supportive amused compassionate joyful judicious modest/unassuming/humble thoughtful respectful earnest sincere factual humorous informative	<b>cynical</b> <b>condescending</b> arrogant bitter/angry/resentful/hostile brusque callous/insensitive cautionary world-weary confused/befuddled concerned/worried disparaging disapproving disdainful disheartened dejected sarcastic	<b>tolerant</b> <b>impassioned</b> aloof defensive disbelieving dispassionate ironic joking nostalgic pensive remorseful evasive grudging impartial/unbiased witty/humorous/ironic
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### Summary

- 10-12 points to be safe, 120-122 word limit
- Rmb **APT paraphrasing!** (pg 11)

### **Don't**

- Don't need to rephrase proper nouns / commonly used words (earth, sun, world, man)
- Don't need to paraphrase main concept / topic of summary (e.g. discrimination)
- Don't over-summarise: some require specific subjects (women, teenagers)
- Don't include examples (unless a point to be extracted)

### **Do**

- Continuous writing + appropriate **connectors** (furthermore, despite, however, and)
- Show **relationship** between ideas
- Paraphrase ideas using own words

### NITs

#### Possible strategy

1. Break idea A into similar parts
2. Find idea B from Passage 3 to support / undermine idea A
3. Structure response to answer NIT

#### How to answer

Undermine	One does not necessarily... but instead...
Support	... it illustrates ...

OR

<b>Supports - how does B support A</b>	'B <b>supports</b> Passage 2's idea because [justification], <b>reinforcing</b> how [part of idea A it supports].'
<b>Undermines - how does B undermine A</b>	'B <b>undermines</b> Passage 1's idea because [justification], and <b>challenges the notion</b> that [part of A that is challenged].'

## AQ

### Cool format

- Passage \_, paragraph \_ states that “[COPY SENTENCE / OPINION; rmb that it MUST be an opinion]”
- I agree / disagree with this statement to a large extent;
- Given [SG characteristic]
- Explain your stand + example
- **EVALUATE** – Furthermore/However, this point may be even more relevant / may not be as relevant because... [SG characteristic]
- Link

### Stuff to remember

- **SG CONTEXT + PERSONAL EXPERIENCE**
  - SG characteristics that enhance / undermine the point
  - From my POV, as a Chinese female JC student living in SG... (my demographic)
- Try **2 disagree 1 agree / 2 agree 1 disagree**
- Evaluate w **TIPPS** – **contrast / emphasise** (ref. Pg 2)

### Some notes / fun facts

- Always ask “WHY” and “HOW”
- Can show nuance / show both sides in the same paragraph for eval
- Even in SG context, you can compare with other countries BUT link back to SG
- Can use example to support example (selective cases) – i.e. plastic bag charge (example) aligning with SG’s Green Plan (context example) → WHY? Because sustainability is the way to survive in the world now

### Some SG context

1. Local **situation** (e.g. multi-cultural society is so fragile...)
2. Local **characteristic**
3. Local **reputation** (SG’s status)

General	hyper-modern / technologically-advanced
Government	cosmopolitan / meritocratic / democratic / conservative / utilitarian / authoritarian / draconian / paternalistic / pragmatic / well-planned / strategic / efficient / oppressive of minorities / adaptable
Society	multicultural / multiracial / Confucian / more accepting now I guess / self-absorbed / selfish / materialistic / busy / stressed / multireligious / pragmatic / sensible / hyper-competitive / very expensive / Kiasu culture / FOMO

**SG STUFF!**

SOURCE: SG Department of Statistics (unless stated)  
SG SIZE: approx. 750km<sup>2</sup>  
SG POPN: 6.04mil (June 2024)

Society & demographics

GLOBAL RANKS

Metric	Rank	Year	Source	Trend	Previous rank
<b>Human Development Index</b>  (health, access to knowledge, SOL)	12th of 191	2021	2021/2022 Human Development Report	Worsened	5th of 188 (2015)
<b>World Happiness Report</b>  (GDP per capita, life expectancy, social support, generosity, corruption, freedom)	30th of 143  (1st in Asia)	2024	2024 World Happiness Report	Worsened globally,  constant in Asia	25th of 137 (2022)
<b>Gender Inequality Index</b>	8th of 166  (1st in Asia-Pacific)	2024	United Nations Gender Inequality Index	Improved	12th of 191 (2023)
<b>Global Gender Gap Index</b>	49th of 146	2023	Global Gender Gap Report	-	49th of 146 (2022)

SG FACTORS

↑ = net increase, ↓ = net decrease

Metric	Figure	Year	Trend	Previous
Total population	6.04m	2024	↑	5.92m (2023)
Resident population	4.15m	2023	↑	3.82m (2012)
Total population growth rate	2.0%	2024	↓	5.0% (2023)
Population density ( <i>persons / sq km</i> )	8325	2024	↑	8058 (2023)
Fertility rate	0.97%	2023	↓ (record low)	1.05 (2023)

Old age support ratio	3.5%	2024	↓	4.3 (2020)
Gender wage gap ( <i>adjusted for human capital, labour market factors, etc</i> )	6.0%	2024	↓	14.3% (2018)
Gender wage gap ( <i>unadjusted</i> )	14.3%	2024	↓	16.8% (2018)
Marriage rate (men, women) ( <i>per 1000 unmarried</i> )	44.3, 43.1	2023	↑	40.5, 36.9 (2013)
Median age for first marriage (men, women)	31.0, 29.5	2023	↑	30.2, 28.1 (2013)
Divorce rate (men, women) ( <i>per 1000 married</i> )	6.0, 5.5	2023	↓	7.3, 6.9 (2013)
Projected life expectancy at birth	83.0	2023	↑	82.1 (2012)
Infant mortality rate ( <i>deaths per 1000 live births</i> )	1.389	2024	↓	1.415 (2023)

Government, economy, inequality

## GLOBAL RANKS

Metric	Rank	Year	Source	Trend	Previous rank
Corruption Perception Index	5th of 180	2023	Transparency International	-	5th of 180 (2022)
Democracy Index	70th of 167	2022	Economist Intelligence Unit	Worsened	66th of 167 (2021)
Press Freedom Index	129th of 180	2023	Reporters Without Borders	Improved	139th of 179 (2022)
Edelman Trust Barometer (in govt)	4th of 28	2024	Edelman	Improved	5th of 28 (2022)
Edelman Trust Barometer (in media)	9th of 28	2024	Edelman	Worsened	5th of 28 (2023)
Soft Power 30 Index	21st of 30	2019	Portland	-	21st (2018)
Worldwide Cost of Living	1st of 173	2023	Economist Intelligence Unit	-	1st of 172 (2022)
No. of millionaires	22nd of 56	2024	UBS Global Wealth Report	-	-
GDP per capita (PPP adjusted)	2nd	2024	International Monetary Fund	Improved	5th in 2023
Business Environment Ranking	1st of 82	2024	Economist Intelligence Unit	-	1st for 15 years
World Competitiveness Ranking	1st of 67	2024	International Institute for Management Development (IMD)	Improved	4th of 64 (2023)
Global Social Mobility Index 2020	20th of 82	2020	WEF	-	-

## SG FACTORS

↑ = net increase, ↓ = net decrease

Metric	Figure	Year	Trend	Previous
Real GDP growth	1.2%	2023	↓	3.6% (2022)
GDP per capita	\$113,779	2023	↑	\$69,420 (2012)
Gini coefficient (lower is better)	0.433	2023	↓	0.463 (2013)
Gini coefficient (after govt taxes & subsidies)	0.371	2023	↓	0.409 (2013)
Residents' median household income from work	\$10,869	2023	↑	\$7870 (2013)
Total unemployment rate	1.9%	2023	-	1.9% (2013)



## Education, Environment, Tech

### GLOBAL RANKS

Metric	Rank	Year	Source	Trend	Previous rank
Programme for International Student Assessment (PISA) rankings for science, maths, reading literacy	1st of 81	2022	PISA	Improved	2nd of 80 (2018)
Collaborative Problem Solving	1st of 52	2017	PISA	-	-
CO2 Emissions per capita	21st of 155	2021	International Energy Agency	-	-
Ecological Footprint (sustainable 1.73)	8th	2021	York University	-	-
Mobile Penetration Rate	7th	2023	Digital in 2023 Report	-	-
Social Media Penetration Rankings	7th	2023	Digital in 2023 Report	-	-
Smart City	5th	2024	IMD Smart Cities Index	-	-

### SG FACTORS

↑ = net increase, ↓ = net decrease

Metric	Figure	Year	Trend	Previous
Total household expenditure on tuition	\$1.4bn	2018	↑	\$1.3bn (2013)
Digital penetration rate	96%	2024		
Internet access	99%	2024		
Smartphone ownership	97%	2024		
GHG emissions	57.7 mil tons	2021	↑	52.8mil tons (2020)
Ecological Footprint (sustainable 1.73)	7.97 gHa	2021	-	-

Carbon Tax	\$25 per ton	2024-25	↑	\$5 per ton (2013)
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\*tax aims to be \$45 by 2026, \$50-80 by 2030

## SG Masterplans

<p><b>SG Green Plan 2030</b></p>	<p>(2021) Sets targets on sustainability for SG</p> <ul style="list-style-type: none"> <li>• City in nature <ul style="list-style-type: none"> <li>- Each household to be 10min away from a park by 2030</li> <li>- Add 1000 ha of green spaces by 2035</li> <li>- Plant 1 mil more trees</li> </ul> </li> <li>• Sustainable living <ul style="list-style-type: none"> <li>- Consuming &amp; wasting less: reduce waste to landfill per capita per day by 20% in 2026 to 30% in 2030</li> <li>- Green commutes: achieve 75-80% mass public transport (2030-40), 9 in 10 public transport as main transport in 2040</li> <li>- Strengthen green efforts in schools: 20% of schools to be carbon neutral by 2030</li> </ul> </li> <li>• Energy reset <ul style="list-style-type: none"> <li>- Green energy: increase solar energy to 3% of our energy needs by 2030</li> <li>- Greener infrastructure &amp; buildings: green 80% of SG's buildings by 2030</li> <li>- Sustainable towns &amp; districts: reduce energy consumption in HDBs by 15% by 2030</li> <li>- Cleaner energy vehicles: all HDBs to have EV chargers by 2025, all vehicles run on clean energy by 2040</li> <li>- Sustainable aviation: all Changi vehicles to run on clean energy by 2040</li> <li>- Sustainable maritime</li> </ul> </li> <li>• Green economy <ul style="list-style-type: none"> <li>- Jurong Island to be a sustainable energy &amp; chemicals park</li> <li>- SG as a sustainable tourism destination</li> </ul> </li> <li>• Resilient future <ul style="list-style-type: none"> <li>- Complete coastal protection plans for vulnerable areas like Jurong Island, North-west coast</li> <li>- Produce 30% of SG's nutritional needs by 2030 (see 30 by 30)</li> </ul> </li> </ul> <p><a href="https://www.greenplan.gov.sg/targets/">https://www.greenplan.gov.sg/targets/</a></p> <p>Has it been achieved?</p> <p>Yes</p> <ul style="list-style-type: none"> <li>• SG to hit 1mil tree target by 2027 – already planted over 540,000 in 2020</li> <li>• Reduced plastic consumption by 80%</li> <li>• 1000 more solar panels installed on HDBs &amp; schools in 2024; hit</li> </ul>
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	<p>more than half its solar deployment in 2023</p> <ul style="list-style-type: none"> <li>• SG invested \$100bn in flood protection in 2024</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>• SG has land constraints for solar panels – BUT we use rooftops &amp; floating spaces</li> <li>• <a href="https://www.channelnewsasia.com/commentary/singapore-solar-panel-roof-floating-clean-energy-carbon-emission-717031">https://www.channelnewsasia.com/commentary/singapore-solar-panel-roof-floating-clean-energy-carbon-emission-717031</a></li> <li>• <a href="https://www.channelnewsasia.com/commentary/singapore-energy-electricity-trade-renewable-solar-malaysia-indonesia-australia-net-zero-2274791">https://www.channelnewsasia.com/commentary/singapore-energy-electricity-trade-renewable-solar-malaysia-indonesia-australia-net-zero-2274791</a></li> </ul>
<b>30 by 30</b>	<p>(2021) Goal to produce 30% of our nutritional needs by 2030</p> <p><a href="https://www.channelnewsasia.com/commentary/singapore-food-security-30-30-local-vegetable-expensive-4394411">https://www.channelnewsasia.com/commentary/singapore-food-security-30-30-local-vegetable-expensive-4394411</a></p> <p><a href="https://www.channelnewsasia.com/singapore/vegetables-seafood-singapore-food-price-cost-farmers-security-4442626">https://www.channelnewsasia.com/singapore/vegetables-seafood-singapore-food-price-cost-farmers-security-4442626</a></p>
<b>Zero Waste Masterplan</b>	<p>To reduce waste sent to landfills by 30% in 2030</p> <ul style="list-style-type: none"> <li>• Pulau Semakau landfill to be filled by 2035</li> <li>• To increase recycling rates to 70% by 2030</li> </ul> <p>What has been done</p> <ul style="list-style-type: none"> <li>• Reduce e-waste: e-waste bins in schools since 2017, Extended Producer Responsibility (EPR) Scheme in 2021 <ul style="list-style-type: none"> <li>- Mandatory Packaging Reporting Scheme (MPR) in 2022: companies have to report materials used in packaging to the NEA</li> </ul> </li> <li>• By 2025: Beverage container return scheme – 10 cents refundable deposit for plastic / metal drink cans &amp; containers via reverse vending machines <ul style="list-style-type: none"> <li>- Success: pilot launch of 50 bins across SG collected 16 mil beverage containers (2023)</li> <li>- SG uses 1bn beverages yearly BUT given it is a pilot scheme, there is some success</li> </ul> </li> </ul> <p>Limitations</p> <ul style="list-style-type: none"> <li>• Our recycling rates declined from 62% to 52% over the last 10 years: societal attitudes, unwillingness to recycle, change affluent lifestyles, rise of food delivery (convenient)</li> <li>• Contamination rate of recyclables at 40%: foods, liquids in the bins (lack of awareness, consideration) = hard to recycle</li> </ul>

<p><b>Our SG Arts Plan</b></p>	<p>2023-2027: Roadmap guiding SG's arts &amp; culture policies for the time period (National Arts Council)</p> <ul style="list-style-type: none"> <li>• Inclusivity: connected society</li> <li>• Vibrancy: distinctive city</li> <li>• Opportunity: creative economy</li> </ul> <p>e.g. Catch: one-stop digital platform that aggregates all arts and culture content in SG</p> <ul style="list-style-type: none"> <li>- Limitation: most people use other platforms like Sistic to book tickets... it's still not widely known, even amongst SGreens</li> </ul> <p>Limitations</p> <ul style="list-style-type: none"> <li>- SG has strict censorship (pretty contradictory): e.g. URA wanting to cover up the Samsui woman mural by Mr Dunston because she was painted to be smoking a cigarette = limits creative freedom in SG</li> </ul>
<p><b>Our SG Heritage Plan 2.0</b></p>	<p>For 2023-2027: To shape the future of SG's heritage sector</p> <ul style="list-style-type: none"> <li>• Based on the 2018 original plan</li> <li>• Gathered feedback from over 650 stakeholders, 72000 suggestions</li> <li>• Focused on identity, community, industry, innovation</li> </ul> <p>Success: e.g. Katong-Joo Chiat precinct: first community-run initiative</p> <ul style="list-style-type: none"> <li>-</li> </ul>
<p><b>Design 2025 Masterplan</b></p>	<p>Upgrade infrastructure in SG; innovation-driven economy and liveable city vision – to showcase SG as a leading city of design</p> <div data-bbox="561 1297 1281 1688"> <p><b>5 STRATEGIC THRUSTS</b> to achieve this vision</p> <p>Strengthen the competitiveness of design firms</p> <p>Bring design into the community</p> <p>Develop the Singapore Design brand</p> <p>Infuse design into our national skillset</p> <p>Expand role of design in businesses and government</p> </div> <ul style="list-style-type: none"> <li>- e.g. Bishan-AMK park: focus on connecting houses to nature and water</li> </ul>

<b>Land Transport Master Plan 2040</b>	<p>LTMP 2040: Long term policies and decisions to shape our land transport system by 2040</p> <ul style="list-style-type: none"> <li>- Based on responses by 7400 SGreens</li> <li>- Shortening transport times: 20-min towns, 45-min SG</li> <li>- Inclusive transport for all</li> <li>- Environmental sustainability</li> </ul> <p>Progress:</p> <ul style="list-style-type: none"> <li>- Thomson East-Coast Line, building Cross Island Line</li> <li>- Invested \$4.5bn total in renewing train infrastructure</li> <li>- Developing autonomous buses</li> </ul> <p>Limitations: construction noises near neighbourhoods</p>
<b>Enabling Masterplan 2030</b>	<p>2022: Empowering people with disabilities (PWDs)</p> <ul style="list-style-type: none"> <li>● Target of 40% employment of the disabled by 2030: 30% in 2021, 32% in 2023 – improving!</li> <li>● Adjusting job options via the Enabling Mark: recognises organisations with inclusive practices</li> <li>● 5 new special education schools, 2 new early intervention childcare centres</li> <li>● Enabling Services Hubs: reach out to those with disabilities</li> <li>● New task force: more design housing &amp; caregiving options</li> <li>● More 24/7 audible traffic signals</li> <li>● Greater digital accessibility: increase free-to-air TV programmes &amp; govt websites with sign language interpretation from 48% and 61% respectively to 70% each</li> <li>● GP course to care for disabled</li> </ul> <p>Progress: (2024) WSG and SG Enable launched a pilot test to match PWDs with gig jobs – over 100 found employment, 40% transitioned to stable jobs</p> <p>Limitations: difficult for the post-18 group who have troubles integrating from school life to worklife; also due to societal mindsets who still are not used to accepting PWDs</p>
<b>2023 Action Plan for Successful Ageing</b>	<p>2023: Charted out further shifts in response to greater &amp; changing needs of seniors</p> <ul style="list-style-type: none"> <li>- Based on 2015's first plan by the Ministerial Committee of Ageing (MCA)</li> </ul> <p>Aims of the plan (within the next 5 years)</p> <ul style="list-style-type: none"> <li>● Increase number of active ageing centres to 220 by 2025 (208 in 2024)</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase participation of “Live Well, Age Well” programme to 550,000 <ul style="list-style-type: none"> <li>- A programme that encourages physical activity for those aged 50 and above</li> <li>- By HPB and PA</li> </ul> </li> <li>• Set 25 therapeutic gardens by 2027</li> <li>• Equip more than 2500 seniors with grandparenting skills (Positive Parenting Programme) by 2027</li> <li>• Dementia management <ul style="list-style-type: none"> <li>- Scale up the Happy Ageing Promotion Programme for You (HAPPY): focuses on physical and cognitive health</li> <li>- Increase Community Response Engagement and Support Teams (CREST) from 61 to 73</li> </ul> </li> <li>• Implement 50 silver zones by 2025 (areas with speed limits of 30-40km/h) (30 in 2023)</li> <li>• Promote senior volunteerism in 750 corporations</li> <li>• Reach more than 50,000 senior learners</li> <li>• Reduce hospital deaths from 51% to 61%</li> </ul>
<b>EdTech Masterplan 2030</b>	2023, MOE: To use technology in education and to improve students’ digital literacy <ul style="list-style-type: none"> <li>- Focus on AI literacy</li> <li>- To strengthen cyber wellness in CCE lessons as well</li> <li>- Complemented by a \$64mil School White Area and Canteen Grant to develop areas of a school</li> </ul>
<b>Research, Innovation &amp; Enterprise 2025 Plan</b>	To sustain investments in RIE at 1% of SG’s GDP over 2021-2025 (idk ill use this much)
<b>SG National AI Strategy 2.0</b>	2023: To promote a thriving AI industry and sustain it via infrastructure and research so that AI can serve the public good <ul style="list-style-type: none"> <li>- Based on the 2019 plan, which focused on healthcare, security, education in AI</li> <li>- Now, they want to focus on adult education &amp; training to upskill and reskill workers</li> <li>- Desires to triple AI talent pool to 15,000</li> </ul>

#### Random stats I find

- (YouGov, 2024) 21% of Singaporeans are on 5h or less sleep
- (Statista, 2016) SG gets the least amount of sleep amongst 16 countries – in terms of 8h of sleep and below, we are -36.23min below

### Fancy words

Prima facie	at first sight / first impression
Extraneous factors	Fancy way to say external factors
Ameliorate	Make something unsatisfactory better - e.g. the reform did much to ameliorate living standards
Evinces	Signify (e.g. xx evinces ...)
Sonorous	Using imposing language / condemning
Mollified	Appease / placate / pacify the anger or anxiety of someone
Guileless	Naive, innocent
Contingent	"Just in case", subject to chance

### WORD BANK:

[https://docs.google.com/document/d/1jzhJO9QOvChdpBj5DSRfGyfXco7IKfjJxMq4speDlss/edit?usp=drive\\_link](https://docs.google.com/document/d/1jzhJO9QOvChdpBj5DSRfGyfXco7IKfjJxMq4speDlss/edit?usp=drive_link)