

## CJC JC2 2013 Prelim Paper 2 Answer Scheme

### From Paragraph 1:

1. Explain why the author says that Whitman was ‘the last person anyone expected to go on a killing spree’? (line 4) **Use your own words as far as possible [1]**

Lifted	Possible Answer
Whitman, a <b>former U.S. soldier</b> was the last person anyone expected to go on a killing spree.	<p><i>Infer from phrase and eg</i></p> <p>The author did not expect someone who <b>served to protect the nation</b> to perform acts of murder</p> <p><i>Answers must be <u>explained</u> as to how these characteristics make one unlikely to commit murder.</i></p> <p><i>Answers cannot simply paraphrase ‘soldier’.</i></p> <p>Notes: Other answers that were accepted: (focus on the duty of a soldier) Serve the nation/ defend the country</p> <p>Not accepted: Knowledge of the law/ discipline/ justice</p>

2. Why does the author use the phrase ‘more interestingly’ to describe Brown’s findings that the killers ‘never played as kids’? (line 6) [2]

Lifted	Possible Answer
shared two things in common: they were from abusive families, and <b>more interestingly</b> , they never played as children.	<p><b>A)</b> He uses the phrase to show/highlight/emphasise that it is <b>surprising/unexpected to find a causal link</b> between the lack of playing in one’s childhood and becoming a murderer [1]</p> <p><b>B)</b> <b>compared to</b> finding out that the killers grew up in an environment where they were mistreated [1]</p> <p><i>The first mark is with regard to the <u>function</u> of the phrase ‘interestingly’ and the second part is with regard to the comparison (and stating both <u>explicitly</u>).</i></p> <p><i>‘Abusive families’ is an acceptable lift.</i></p> <p>Notes: Not accepted for part A: Disbelief</p>

**From Paragraph 2:**

3. Explain the phrase in paragraph 2 'they cannot always demand to be the hero or the princess'. (line 13) [1]

Lifted	Possible Answer
After all, they cannot <b>always demand</b> to be the <b>hero or the princess</b> or soon they will have no playmates.	<p><b>A)</b> This means that children cannot <u>keep/continually</u> <b>insisting</b></p> <p>AND</p> <p><b>B)</b> on <b>taking on the lead roles/ being the centre of attention/ being the key figures/ expect special or preferential treatment</b> in their games with each other.</p> <p>OR</p> <p><b>C)</b> <u>restraining from</u> <b>taking on the lead roles/ being the centre of attention/ being the key figures/ expect special or preferential treatment/ putting themselves ahead/ self-centred/selfish</b> in their games with each other.</p> <p><i>Answers must have both parts to get the mark. Marks will not be awarded if they do not capture 'always'.</i></p> <p><i>Answer should capture 'prominence' rather than the 'role'. Figurative reference must be captured. A literal paraphrase of 'princess' or 'hero' is not accepted.</i></p> <p><i>Answers which express the opposite view - what should you do - are accepted.</i></p> <p>Notes: Accepted: (focus on being in a <u>role</u> of prime importance; at the expense of others) The world does not necessarily revolve around them, honoured (exp), get their way (BOD)</p> <p>Use of <u>always</u> is accepted when they explain/qualify the need to give and take/ compromise.</p> <p>Not accepted: Do/get what they want, get the upper hand, win, authority</p>

**From Paragraph 3**

4. In paragraph 3, why is the word 'simply'( line 23) in italics? [1]

Lifted	Possible Answer
It is not <i>simply</i> physical play, but having a <i>spirit</i> of playfulness.	<p><b>A)</b> The author is <b>emphasising/highlighting</b> that play is</p> <p><b>B)</b> <b>more than just the physical activity</b> of play/<b>also encompasses a disposition/attitude.</b></p>

	<p><i>Answers must express that play <b>transcends</b> the idea of physical aspects.</i></p> <p><i>Do not accept answers like physical play is 'different from' a spirit of playfulness. (Emphasis should not be on 'difference' but over and above the physical aspects.)</i></p> <p><i>Accept lifts for physical and play, but not the whole phrase 'physical play'.</i></p> <p><i>Both parts must be present for students to be awarded 1.</i></p> <p>Notes: Not accepted: Deeper meaning to play</p>
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**From Paragraph 4:**

5. What is the author's purpose in repeating the phrase 'we can' in lines 33-34? [1]

Lifted	Possible Answer
Through play, we learn that <b>we can</b> grow, that <b>we can</b> recreate ourselves and <b>we can</b> do things we did not dream possible.	<p><b>A)</b> The author repeats the phrase 'we can' to <u>highlight/suggest the extent</u> (range) of <b>opportunities</b> that are created because of play.</p> <p><i>The range of permutations available and the context of play must be captured.</i></p> <p>OR</p> <p><b>B)</b> <u>highlight the ability</u> that <b>play allows us</b> to achieve <u>great/many</u> things.</p> <p><i>Context must be captured - the effect must be captured. The significance on the achievement cannot be neglected.</i></p> <p>OR</p> <p><b>C)</b> The author repeats the phrase 'we can' as <b>a rallying call</b> to readers to embrace the idea of play.</p> <p>Notes: Not accepted: a direct paraphrase of all three outcomes; benefits</p>

6. Using material from paragraphs 2 to 4 of the passage, summarise what the author has to say about the benefits of play.

Write your summary in **no more than 120 words**, not counting the opening words which are printed below. **Use your own words as far as possible.** [8]

Play is beneficial because ...

No.	Lift	Paraphrase	Comments
A	a lack of play can keep children from <b>growing into well-adjusted</b> adults	Play helps children to <b>fit into society</b> as adults/ ready for society  mature into sufficiently adapted adults/ develop holistically into mature adults  more stable	the idea of development (procedure - "becoming") must be tied to being 'well-adjusted'  Not accepted: well balanced/ all-rounded
B	critical for <b>copng with stress</b>	essential/ vital to deal with strain/anxiety/pressure	
C	and <b>building cognitive skills</b> such as problem solving	developing thinking ability/ analysis/ critical thinking skills	
D	appears to help children become <b>socially adept</b> . Such <b>social skills</b> are <b>honed</b> by <b>interacting</b> with their peers where they learn	It gives children the opportunity to develop/practice/refine their skills of communicating with others...	
E	what is acceptable and	... to learn what behaviour is appropriate...	
F	what is not.	... and inappropriate/ unsuitable.	The students should be able to distinguish between both clauses.
G	<b>develop negotiating abilities</b> and...	They learn conflict resolution skills/learn how to compromise/ learn how to bargain with others/ persuasion/ convincing	Negotiation here must serve a positive end  <i>Not accepted: reasoning - must be understood that it is</i>

			<i>associated with logical deduction</i>
H	<p>‘as a result they develop negotiating abilities and <b>persistence</b>.’</p> <p>OR</p> <p>‘...children are also less likely to give up easily in the face of frustration.’</p>	<p>and learn to persevere</p> <p>BOD: become a tough/tougher individual (in trials)</p>	<p>Since “persistence” happens in a conditional clause, giving the context is not necessary. “try hard” is insufficient. Context will be needed.</p>
I	<p>... has far greater fruits in the way it <b>enriches lives</b> and</p> <p>OR</p> <p>Play thus <b>enhances</b> our ordinary life experience and .. (line 24)</p>	<p>Play makes life meaningful/ purposeful/ improves quality of life/ satisfying/fulfilling/ people to flourish</p>	<p>‘improve life’ (BOD)</p>
J	<p>...<b>deepens</b> one’s search for <b>identity</b>.</p> <p>OR</p> <p>we come to <b>know ourselves</b> better through playful activities.</p>	<p>and <b>nurture/ grow/develops</b> one’s <b>unique personality/ character</b></p> <p>OR we understand ourselves better through play</p>	<p>Verb is important</p>
K	<p>In short, play helps make us <b>more interesting people</b> than we otherwise might be.</p>	<p>Play can make us <u>more charming/ attractive</u>.</p> <p><u>more</u> unique</p>	<p>Not accepted: fun</p>
L	<p>Play is also personal. It is a part of who we are, perhaps even more important, <b>who we are becoming</b>.</p>	<p>Play enables us to achieve our potential.</p>	<p>Has to mention/ deal with future.</p>
M	<p>learn more about other <b>folks</b>.</p>	<p>Play helps us understand our community/peers</p> <p>(Do not accept ‘make friends’)</p>	<p>Distinguish between learning about other people and making friend (Olympics/ sporting platform → cultural exchange → increase knowledge within oneself)</p>
N	<p>learning to play liberates us individually—it <i>free/s</i> freeing and that very feeling itself</p>	<p>Play makes us feel uninhibited/ unrestricted</p> <p>embracing play releases/unshackles us/break free</p>	<p>the opposite is acceptable</p> <p><i>Play prevents us from feeling restricted.</i></p>

O	engenders <b>further freedom</b> .	and creates <b>more</b> opportunities/autonomy/independence	The increased degree of 'more' must be paraphrased
P	Playing is also a source of <b>joy</b> —	Play <b>gives us</b> happiness/ pleasure/ enjoyment  <b>the origin/ root/ spring of</b> happiness/ pleasure	
Q	a <b>highly underrated human feeling</b> in our contemporary setting.	Gives value to an emotion greatly devalued/overlooked today.	Inferred point. Paraphrase must capture intensity of "highly"
R	<b>infects a team or a group of friends at play</b> . We value this trait simply for its presence as well as for its <b>social value for those influenced by it</b> . Through play, we learn that we can grow, that we can	this joy is transmissible/can be spread to other members of our society <u>OR</u> Others become happier in the process	Not accepted: positive qualities
S	recreate ourselves and	Play helps us <b>re-envision/reinvent/ redefine/ remould/ remake/ reshape</b> ourselves  revitalise/ reinvigorate (must be contextually linked to one's <u>character</u> )	Not accepted: change ourselves/ change who we are (not reinvention)/ restructure/ reform/ rebuild/ recharacterise
T	we can do things we <b>did not dream possible</b> .	and exceed our limits/ boundaries/ achieve the unimaginable	Not accepted: Against all odds, achieve goals

Points	1-2	3-4	5-6	7-8	9	10-11	12-13	14+
Marks	1	2	3	4	5	6	7	8

**From Paragraph 5:**

7. How do the examples used in paragraph 5 illustrate the phrase 'infusion of play or playfulness in every human life allows for the exploration of possibilities'? **Use your own words as far as possible.** [2]

<p>Take the artist Rembrandt's development of <i>chiaroscuro</i> in painting, using light and shadows as a <b>creative means</b> of defining his images. In physical movement, we might consider the <b>revolutionary</b> Fosbury flop in the high jump, or dancer Martha Graham's revision of balletic movements as <b>play-driven transformations</b>. Such cases are exemplary of how the infusion of play or playfulness in every human life allows for <b>experimentation of possibilities</b>.</p>	<p><b>A)</b> The author uses examples which highlight the <b>adoption of innovative methods/radical/new strategies</b> [1]</p> <p><b>B)</b> to <b>reinvent</b>/change their style/develop new techniques/skills [explaining 'transformation' - the <b>outcome</b>].</p> <p><i>Note: Response should capture the <b>process</b> and the <b>outcome</b></i></p> <p><i>If students use specific e.g.s, <b>A+B must be expressed in every e.g. to obtain the full mark</b>. If only A or B is expressed in the e.g., no marks will be awarded.</i></p> <p><i>(Similarities should be extracted across all three examples; a common learning point. Note difference in wording of the question - vs. "how does each example show...")</i></p>
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8. Explain what the phrase 'brings together our body, spirit and mind' (lines 43-44) tell you about the effect of play. **Use your own words as far as possible.** [2m]

Lifted	Possible Answer
<p>Not only does playing give us the greatest experiential pleasure, it <b>brings together</b> our <b>body, spirit and mind</b>.</p>	<p>A) The (instinct of) play <b>melds/unites</b></p> <p>OR <b>enables/promotes/encourages</b> [1]</p> <p>B) the <b>physical, emotional and cognitive development</b> [1].</p> <p>OR</p> <p>C) It <b>enables/promotes/encourages</b> the <b>holistic development</b> of the individual [1].</p> <p><i>Answers can be A + B/C.</i></p> <p><i>Spiritual is <u>not</u> an acceptable lift.</i></p> <p><i>Verbs used must capture the idea of 'brings together'.</i></p> <p><i>B can be awarded without A. Note: Should stress the importance of the use of</i></p>

	<p><i>appropriate verb (A) to capture the idea of ‘brings together’.</i></p> <p><i>The focus should be on the <b>effect</b> of the phrase.</i></p> <p>Notes: Not accepted: results, causes, makes us whole, simultaneously, “strings together our heart and brain”</p>
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**From Paragraph 6;**

9. What is the author’s attitude towards society’s view of play from the sentence ‘We as a culture...’ (lines 48-51). Explain two ways he conveys this. [3]

Lifted	Possible Answer
<p>We, as a culture, are allowing both playfulness and physical play to die, condemning it by calling it ‘non-serious’, mere ‘entertainment’, ‘non-academic’, and ‘unteachable’, all on the basis of outmoded philosophies of experience and education.</p>	<p>The author is <b>disapproving of/critical of/disturbed/disdainful/frustrated/disappointed/dismissive</b> by society’s view of play [1]</p> <p><i>Would be good if the students explains this attitude results from society’s seeing play as unimportant and relegating(condemns) it to an extremely low status.</i></p> <p>This is achieved by the use of:</p> <p>A) Strong emotional terms such as “<b>condemning</b>” <u>which indicates that he strongly disagrees with society’s view.</u> [1]</p> <p>B) The <b>use of inverted commas/quotation marks</b> around the key words, “non-serious”, “entertainment”, “non-academic” and “unteachable” - <u>showing his disagreement with these perceptions.</u> [1]</p> <p>C) His use of the term ‘<b>outmoded philosophies</b>’ that suggests that these perspectives are <u>no longer relevant</u> to the current context. [1]</p> <p>D) The author’s use of ‘<b>mere</b>’ suggests that <u>there is greater value to play.</u></p> <p><i>The <u>method</u> must be identified. <u>Explanation</u> for the use of these methods must be included.</i></p> <p>Notes: Not accepted for Part A: Disagree, condemning, pessimistic, cynical</p>

10. Explain the irony in the sentence, ‘even when these activities are marketed as play, playfulness is not always championed.’ (lines 54-55) [2]

Lifted	Possible Answer
<p>“In fact, even when these activities are marketed as play, playfulness is <b>not always championed</b>. Moments of play are <b>simply termed</b> ‘mere</p>	<p><b>A)</b> It is expected that activities such as music and sports are that <b><u>promoted/advertised as play would have the play element.</u></b> [1]</p> <p><i>The context, ‘<b>marketed</b>’, must be captured in the answer.</i></p> <p><b>B)</b> However in reality, play is <b>not taken seriously</b>/is practiced <b>opposite to the way it is promoted</b> and is carried out in a far more rigid/competitive manner</p>



play'."	<p>by people who promote it.</p> <p>Notes: Accepted for Part A: Labelled Not accepted for Part A: Marked, deemed, meant to, programmed</p>
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11. '...even if it means being radical and flexible in our endeavours' (lines 69-70)

What is the author suggesting by the phrase 'even if'? [2]

Lifted	Possible Answer
"We need to see our modern prejudices for what they are and re-envision what the teaching of play can be, <b>even</b> if it means being radical and flexible in our endeavours."	<p>A) The author is suggesting that <b>the need</b> to relook/review play is so <b>pressing/urgent/dire/necessary</b> [1]</p> <p>B) to the point that <b>drastic actions are acceptable/necessary/at all cost</b> [1].</p> <p><i>Context must be captured.</i></p>

12. The authors describe some issues concerning play.

To what extent are these views shared by you and your society?

Support your answer with reference to the passage and your own knowledge and experience. [10]

*Responses should be annotated with **R** where a text reference is made, **Ex** where explanation of the passage, candidate's views or example are given and **Ev** where analyses and evaluation is provided.*

### **Requirements**

Candidates should:

1. Explain how issues related to play are shared or not shared by their society
2. Support their views with reasoned argument
3. Show some understanding of the ideas in the passages
4. Explain ideas from both passages

### **Explanation and Text Reference**

Candidates should show understanding of and make reference to *some* of the following issues:

1. Play helps us to develop appropriate social and critical thinking skills.
2. Play helps us to understand both ourselves and our peers better.
3. Play helps us reinvent ourselves and achieve the unimaginable.
4. Yet despite the benefits of play, we as a culture are allowing playfulness and physical play to die.
5. We are killing play at every level through marketing, social pressure and excessive media attention.
6. We need to see our prejudices against play for what they are, even if it means being radical and flexible in our approaches.

### **Evaluation**

Candidates should:

1. Question or show reasons as to why their society sees play as important or not
2. Give examples of their own and their society's experience in support of their views
3. *May* put forward original ideas on the importance of play
4. Provide insights on Singaporeans' attitudes and practices
5. Develop objective evaluation of the ideas in the passage

### **Coherence**

Candidates should:

1. Adopt a consistent viewpoint
2. Argue logically
3. Organise their answers into cohesive, themed paragraphs
4. Link paragraphs to show continuity and direction of argument
5. Maintain relevance to the task in everything they write
6. End with a summative or concluding paragraph or sentence

Possible points for discussion

Arguments from the text	View is shared (Ex +Ev) <i>[Why and How]</i>	View isn't shared (Ex + EV) <i>[Why and How]</i>
<p><b>Free play helps children become socially adept (negotiating abilities, interaction)</b></p> <p><b>Play helps develop cognition/problem solving (para 2)</b></p>	<p>Primary school playground - <b>self-initiated playtime</b> before assembly/during recess (traditional games, as well as IT driven/mediated - PSP games/iPhone games) → collaborating, forming groups, informal competitions/rivalry, forming of interest groups “void-deck” play, pick-up games at HDB futsal courts, basketball/frisbee (any free space is colonised for play)  <b>Space created by urban planning policies (minimum 1 playground per HDB unit) suggests the value of play in social development.</b></p> <p>Kindergartens and pre-schools deliberately incorporating free unstructured play time - free painting, playground time  <b>In line with Ministry's advisory on having less emphasis on structured homework/learning in the re-evaluation of early childhood education in SG (2013)</b></p> <p>Free-to-play school fields exist - <b>Govt initiative (joint project between SSC and MOE) to create a space for free play</b> - <a href="http://www.ssc.gov.sg/publish/Corporate/en/participation/hotspot/dual_use_school_facilities.html">http://www.ssc.gov.sg/publish/Corporate/en/participation/hotspot/dual_use_school_facilities.html</a></p> <p>Emergence of free-play gyms for children (<b>corporate world meeting societal demand/recognising need</b>) from as young as a few</p>	<p>Purpose driven and structured play with work-oriented outcomes disguised as ‘free play’.  Much of play is planned to deliver certain specific outcomes, rather than an incidental growth (<b>not free play</b>)</p> <p><b>PE program - ‘experiential play’</b> and deliberate infusion of social, physical skills. Highly structured, specific time slot and NAPFA driven objectives. New PE syllabus - students must take part in minimum number of intra-school competitions. Hardly ‘free’ (and this is hardly a negative development - systematically builds child's psychomotor skills, negotiation, resilience)</p> <p>Enrichment/early childhood classes - gyms, music and movement/therapy, art schools, montessori/abacus/linguistic skills classes carried out in a playful manner <b>but highly structured.</b></p> <p><b>Argue that free play does not achieve those outcomes</b> -</p> <p>Children become too involved in the game/too caught up in winning (<b>as part of a larger belief that all activity is measurable in terms of successes and failures</b>)</p> <p><b>Rise of virtual games - digital natives, author's</b></p>

	<p>months old - cultivating physical and social skills</p> <p><a href="http://sg.theasianparent.com/top-10-kids-gym/">http://sg.theasianparent.com/top-10-kids-gym/</a></p>	<p><b>examples may not cohere with the local experience. The nature of digital games</b></p> <ul style="list-style-type: none"> <li>- they become the key figure, wield the most authority based on their 'wins' -rather than always negotiating - and often have plenty of 'playmates' online. (Pokemon, edit avatars, craft their own storylines and characters)</li> </ul>
<p><b>Play enriches our lives and deepens identity (para 3)</b></p> <p><b>Play helps make us more interesting people (para 3)</b></p> <p><b>Play helps to develop us ("who we are becoming")</b></p>	<p>Weekend warriors - play through sport - pick-up games. Rise in trend - Ultimate frisbee, touch rugby, rock climbing, wake boarding, cricket, trail running - niche sports that provide social bonding/new skills/reprieve from the work week</p> <p><b><i>Affluence, 48 hour long work weeks compel people to seek play that is completely from different from their "day jobs" and daily personas/public identities</i></b></p> <p>Cosfest (Downtown East), comic-con allows people to express their interests/identity/affiliation, platforms for stand-up performances - comedy, open-mic nights etc. Art jams in cafes etc.</p>	<p>Under what conditions does it fail to deepen identity/enrich our lives?</p> <p>When it becomes <b>obsessive</b> (MMORPG games) and breeds anti-social behaviour</p> <p>Cyber addiction: 9% of students today deemed pathological or heavily addicted.</p> <p><a href="http://www.mda.gov.sg/NewsAndEvents/Newsletters/2012/10/Pages/01.aspx">http://www.mda.gov.sg/NewsAndEvents/Newsletters/2012/10/Pages/01.aspx</a></p> <p><b><i>certainly the IT infrastructure and broadband access makes it easier to be 'always online'.</i></b></p> <p><b>Virtual games can define our identities - divorce us from reality. They can make us uninteresting, unable to socialise and have warped ideas of the world rather than 'develop us'</b></p>
<p><b>Play helps us understand our peers better. ('we also come to learn more about other folks') (para 4)</b></p>	<p>Learn to tolerate differences, eg (National Integration Council organises fun events to create social cohesion for new immigrants). Proven effectiveness? In response to post-2011 xenophobia. Heng Swee Kiat's latest policy on ethnic-integrated physical education - sign of govt's conviction that locals lack</p>	<p>When focus is on competition and achievement, understanding becomes de-emphasised</p> <p>As group play becomes increasingly an online phenomenon, identity and personality become less integral to the actual experience, as players</p>

	initiative to interact between races/ nationalities.	construct personae to represent themselves
<b>Play gives us a feeling of liberty that is self-propagating ('it feels freeing and that feeling itself engenders further freedom')</b>	Fun-oriented fitness movements have enjoyed great success in Singapore, growing very quickly eg. line-dancing, Zumba	Can play be potentially addictive? Recursive, self-aggrandising habits can be anything but liberating
<b>Play helps us reinvent ourselves and achieve the unimaginable. (para 4)</b>	Dressing-up and immersion in imaginary worlds opens up opportunities for people to reimagine themselves (eg cosplay is now very popular in Singapore, with multiple annual events)	Excessive playing may affect our social lives and skills. Obsessive computer gaming → children/ adults may develop into pathological gamers, develop social phobia, depression, anxiety. Common symptoms are falling grades, poor working performance, lethargy, poorer relationships with parents and interest in more violent games. Scientists observing children believe that this behaviour in childhood is a precedent for long-term mental illness.  Some may end up thinking that what they do in play is the only way to resolve problems in the real world → Online shooting games // shootings in American schools
<b>Play ratifies the importance of joy and happiness ('joy--a highly underrated human feeling...')</b>  <b>with intrinsic value ('we value this trait simply for its presence')</b>  <b>and also social value ('infects a team or a group of friends... its social value for those influenced by it')</b>	Physical games played/ exercise in the form of play releases endorphins, which relaxes the body, relieves stress. Creates wonderful memories for the people involved, especially when there are groups involved. Creates sense of bonding as well, and common experiences shared. People will come together regularly to enjoy the time spent together.	On the other hand, play can also bring out the worst in people. In group games, that is where our true characters emerge. Some may be ostracised or deliberately left out because of ill behaviour exhibited in previous games. e.g. roughness in game play. May affect the rapport of the individual and the rest.
<b>Play results in artistic creativity (para 5)</b>	Expansion of non-traditional art forms that emphasise freedom and liberation (eg the growth of graffiti art in	Not all play is creative. For creativity to flourish in an educational setting, it is necessary for learners to be

	<p>Singapore, although its limitation to sanctioned spaces may reduce its authenticity. Truly contentious art will be difficult to promote. E.g. Sticker Lady - the extent to which we allow play to create artistic/ enhance artistic creativity is limited.</p>	<p>actively involved in the process of their own learning. Young children will need adult guidance to improve their imaginative play skills, with apparent positive consequences for developing creative abilities. Therefore, fallacy to assume that play results in artistic creativity.</p>
<p><b>Yet despite the benefits of play, we as a culture are allowing playfulness and physical play to die. (para 6)</b></p> <p>“In the past, few children grew up without ample frolicking time, but today, free play may be losing its standing as a staple of youth.”</p> <p>“We, as a culture, are allowing both playfulness and physical play to die...”</p> <p>“In fact, even when these activities are marketed as play, playfulness is not always championed.”</p>	<p>Singaporeans’ subscription to structured time allocated for play, which lies contrary to the author’s idea of ‘ample frolicking time’.</p> <p>‘Kiasu’ (fear of losing out) - free play is no guarantee for success in our competitive (meritocratic) society.</p> <p>E.g. Helicopter parenting</p>	<p>Introduction of play-based learning in pre-schools. As much as the ideal is manufactured, it is indicative of an acknowledgement of its impending demise, and a corresponding desire to return to free play.</p> <p>Government’s policy for parks and open spaces provide opportunities for free play. E.g. URA (2003) Making the North a more attractive region</p> <ul style="list-style-type: none"> <li>- with <b>a good mix</b> of housing, educational and recreational facilities <b>set in a vast green playground</b></li> <li>- with greater flexibility for businesses and more vibrant commercial centres</li> </ul>
<p><b>We are killing play at every level through marketing, social pressure and excessive media attention. (para 7)</b></p> <p>“If play has not died for us, I think it is fair to say that its death is fully in process in our culture.”</p>	<p>Play is no longer social interaction but reliant on new gadgets introduced in the market.</p> <p><b><i>We pay for play.</i></b> Play becomes a calculated decision and intentional. Play has become commodified. Free play no longer exists.</p> <p>E.g. eXplorerkid @E!Hub “To transport our young to a <b>fantasy world of learning and discovery</b>, the eXplorerkid Indoor Children</p>	<p><b><i>Organised free play.</i></b> Compartmentalised - free play within structured leisure time</p>

	<p>Playground is a <b>highly-tactile</b> playground designed around a <b>mystical forest</b> theme. As the children explore the eXplorerkid Indoor Playground's Mystical Forest, they are exposed to fun-play obstacles and <b>educational</b> elements.</p> <p>vs. the creativity and simple joys of using what is naturally available for play. Everyone had access to these games. E.g. Angsana seeds, five stones, hopscotch, zero point</p>	
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