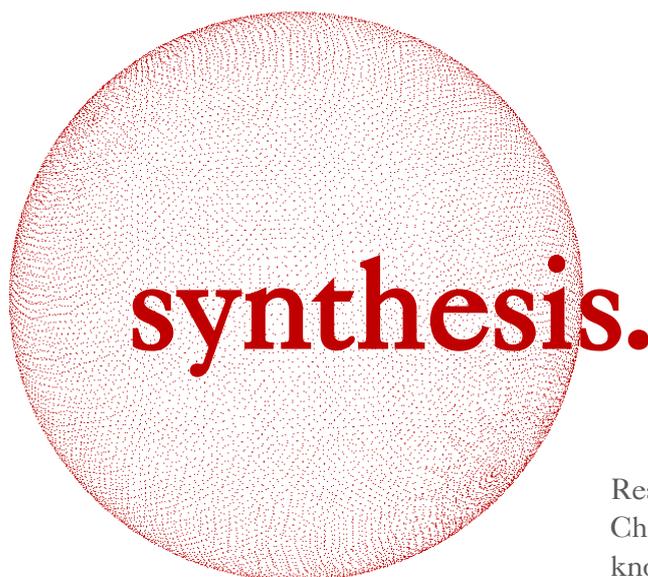


IN THIS ISSUE

The Chemical Sciences Society	01
An Interview With NUSWhispers	05
Module Reviews: Level 2000	09



ISSUE 01 [AY15/16 Q3]
AN NUS CHEMSOC PUBLICATION

Readers who have been following the Chemical Sciences Society's work might know of our yearly publication, *Chemiscope*. We are very pleased to announce that the publication has been recast as a quarterly newsletter titled *synthesis*. In this new publication, we aim to share interesting and relevant issues regarding student life, the department, and Science. We strongly encourage input from all students of Chemistry and welcome contributors all year long, so do send us any news or ideas you have for future issues. Meanwhile, we'd like to thank all contributors who have made the first issue possible, especially NUSWhispers who kindly agreed to an interview with us.



I recently asked a Chemistry batchmate what he thought of “CSS”. He responded with a rather unsurprising question: “You mean the ones who sell the Chemistry T-shirts?”

It occurred to me then that perhaps, the NUS Chemical Sciences Society (CSS) remains till date, unknown to the student population. Perhaps we really do appear as the occasional merchant of random T-shirts and past-year paper solutions. Perhaps, a formal introduction is in order.

To put it simply, the Chemical Sciences Society is an intermediary between the Department of Chemistry and the Chemistry cohort. We aim to strengthen ties between the two by organising several activities throughout the academic year. Readers might be familiar with some of the following activities that have been organised this past academic year.

the Chemical Sciences Society

BY THE CHEMICAL SCIENCES SOCIETY EDITORIAL TEAM



Photograph of some members of the Chemical Sciences Society, taken at the recent year 1 dinner. Two are sporting the t-shirt my friend was referring to. Seriously though, we're popular for our t-shirts?

“THE ONES WHO SELL CHEMISTRY T-SHIRTS”

SOCIAL EVENTS

Freshmen Orientation Camp

A Freshmen Orientation Camp (FOC) is held at the start of every academic year to welcome freshmen into the Chemistry department.

This academic year (AY15/16), CSS hosted an unprecedented participant volume exceeding 100 in its FOC – themed “Gold Rush” as an allusion to the protoscience of Chemistry: Alchemy. The camp, which lasted 3 days and 2 nights, was an invaluable opportunity for the incoming undergraduate to establish

rapport with his/her batchmates before the school term, and acquaint him/herself with student life at NUS.

If you are interested to help out in future FOCs as a facilitator, do respond to the recruitment message we're sending out in Semester 2!

Year One Bonding Event

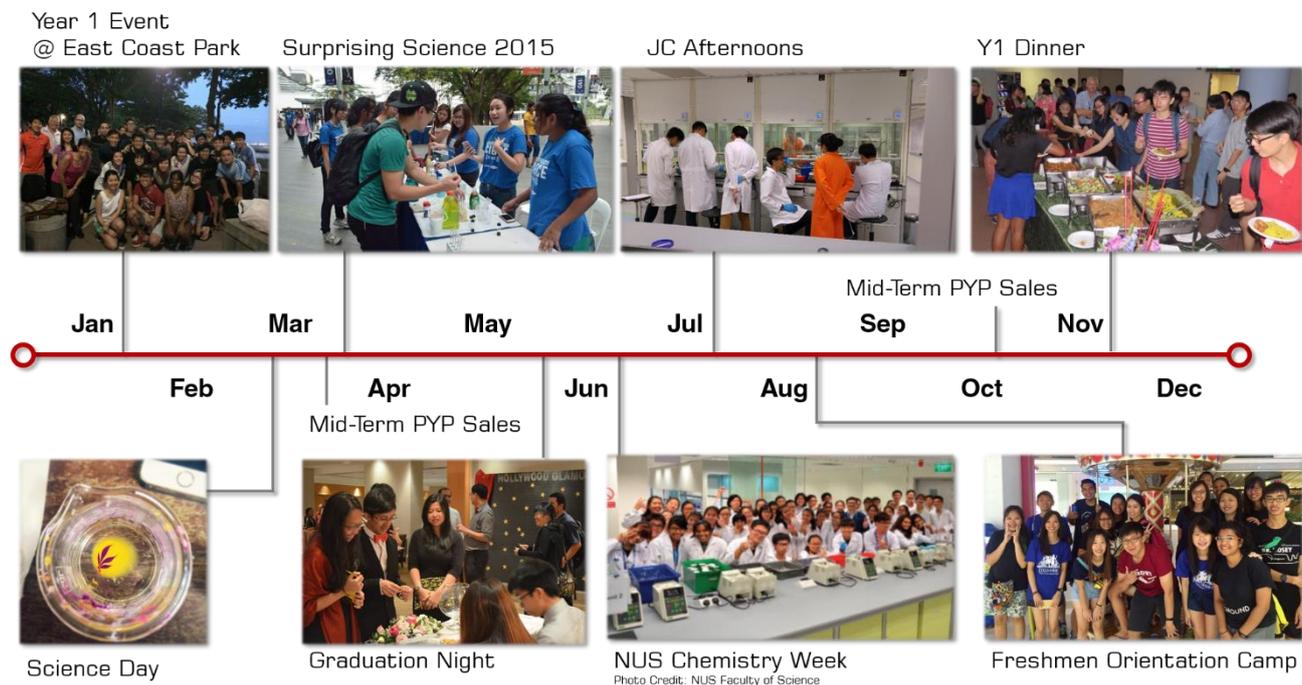
The Department of Chemistry is always keen to learn how its freshmen are coping with undergraduate studies in NUS. As such, an event is specially organised at the end of the first semester every academic year to allow interaction between teaching staff and students.

Whilst this event has traditionally been barbeques held at the East Coast Park, as was done the previous academic year (AY14/15), there are plans to bring the event (closer home) to school in Semester 2 this academic year (AY15/16). Do keep a lookout for upcoming announcements regarding this.

Graduation Night/Chemistry Night

CSS has organised graduation events for graduating students since 2009. The previous academic year saw the sixth and perhaps final iteration of the event, themed “Hollywood Glamour”. The event – fully supported by the Department – was made even more memorable with a surprise marriage proposal by graduating student Sharil.

ACADEMIC YEAR 14/15 AT A GLANCE



Currently, reorganisation of the event is taking place to include Chemistry majors from all levels of study. We envision this unprecedented cohesion event, codenamed *Chemistry Night*, to foster even greater ties amongst Chemistry students. Do look out for more updates in Semester 2!

OUTREACH EVENTS

On multiple occasions, CSS has helped out in facilitating the Department's outreach efforts to prospective students. In the past academic year (AY14/15), several outreach activities were carried out by the Department.

Surprising Science 2015

In March, the Faculty of Science organised the *Surprising Science 2015* outreach event for children from various beneficiaries aged between 5 and 16. Societies from all disciplines in the Faculty prepared interactive demonstrations related to various scientific principles to pique the interests of the participants.

CSS presented two ubiquitous Chemistry experiments: the *cabbage juice indicator* and the *lemon battery*. All was fun and good, until an enthusiastic

participant mutilated the lemons used for the demonstration.

Chemistry Week

Chemistry week is a biannual event organised by the Department for upper secondary and tertiary students. CSS members assisted to conduct various activities such as a Rapid Quiz, food preparation and laboratory experiments, in the recent Chemistry Week held in June.

JC Afternoons

In July, members of CSS assisted the Faculty in overseeing a hands-on experiment, *Hydrolysis of Methyl Salicylate*, as part of the Faculty's outreach programme to JC students. It was truly a joy for all the CSS to share our enthusiasm for Chemistry with the prospective students.

ACADEMIC SUPPORT

Past Year Paper Solutions

On top of social and outreach activities, CSS also provides academic support through the sales of past year paper solutions. These range of modules covered include all core level 1000 and 2000 modules. Once every semester,

sales of these solutions are conducted to raise funds for our various activities.

Admittedly, the perennial problem of the solutions was that they were not up to scratch – especially the notorious CM1131 solutions. Thankfully, CSS has begun to scour through existing solutions with the help of the Department and best-performing students.

We have since revamped the solutions for modules CM1121, CM2121 and CM2101. They are presented in a more compact and accurate format than their predecessors and will be on sale this upcoming Semester. Do check out our webpage for additional details.

Practice Papers

Traditionally, CSS has been offering examination solutions as academic support. This year, CSS is offering even more academic support in the form of practice questions.

Earlier this academic year in Semester 1, various practice materials were released for various modules. These practice questions were a hit amongst the cohort, especially those of CM1401, the oft-lamented and dreaded core module of life-science majors.

In Semester 2, students of the organic core modules, CM1121 and CM2121, can expect to gain access to a repository of questions that would be very useful in preparation for the final examinations

LOOKING FORWARD

As alluded previously, CSS is constantly looking out for ways to improve our existing initiatives and implement new ones. Year One students would have already taken part in one of the several new initiatives we are rolling out this academic year.

Year One Dinner

A free-for-all catered buffet was held for the freshmen on 13th Nov after their final lecture for the Semester (CM1111). We received an impressive turnout from both student and staff alike. A big thank you to everyone who attended.

Industrial Visit

Furthermore, CSS is reinstating its annual industrial visit this year. This fully sponsored trip is an excellent opportunity to witness chemistry in commercial industries, do not miss it! An announcement regarding the visit has been made on our facebook page.

THE ONES WHO SELL T-SHIRTS

To answer my friend's rhetoric, yes, we do sell t-shirts. However, we are also very much involved in connecting the Chemistry Department with the cohort, through a plethora of activities which may not have made it into the list above.

Do keep yourself updated about our upcoming activities through our facebook page and website. Lastly, should you have any feedback regarding any CSS activities, or ideas you would like us to execute, do not hesitate to let us know through our email <chemsocnus@gmail.com>.

TO ALL READERS A WARM INVITATION TO ALL UPCOMING EVENTS

CSS Bazaar	29 Feb – 2 Mar
Science Day	18 Mar
Recruitment of FOC Seniors	Weeks 7 – 9
Sales of PYP Solutions	Week 9
Industrial Visit	9 Mar
Chemistry Dinner	Week 13

PRE-ORDER YOUR SHIRTS NOW!

Visit Our Facebook Page or Website for Details.





An Interview With NUSWhispers

Confession pages became all the rage since their first incarnation, *OMG Confessions*, turned viral in 2012. Many schools had since created – strictly unofficial – confessions pages, which share anonymous accounts about various matters ranging from actual romantic confessions to complaints regarding ubiquitous issues with school administration. As with any other fad, the popularity of confession pages waned in the years following its inception as we witnessed the death of various NUS related confessions pages such as *NUS Law Confessions*, *NUS Confessions*, *NUS Pharmacy Confessions* in 2013, 2014 and 2015 respectively. In 2015, NUSWhispers emerged to take the place of the late NUS Confessions.

Fast-forward a year, NUSWhispers remains alive and kicking with a vibrant online community, publishing an average of 1000 quality posts monthly with a structured submission and publishing process on its standalone webpage <http://www.nuswhispers.com>. We have approached the NUSWhispers team to learn more about their site and their thoughts about the various issues pertaining to anonymous confessions.



Several names come to mind when we ask ourselves who the founders of NUSWhispers are, at least for its long-time readers. For readers who are unfamiliar, who make up the team behind NUSWhispers?

The original developer team consists of the CS students Melvin Lee, Erin Teo, Zhou Yichen, and Tay Yang Shun acting as the Product/Project Owner. Melvin, Erin and Yang Shun have graduated from NUS while Yichen is still pursuing undergraduate studies. Currently, Melvin, Yang Shun and Nicholette Li (a student from SoC) are actively moderating despite them holding full-time and internship roles.

Could you tell us how NUSWhispers came about? What inspired you to create the platform, how and how long did you take to create the app?

To put it simple, NUSWhispers is NUS Confessions done right, and also improved with technology. After NUS Confessions died in 2014, there was no online platform for schoolwide interaction among NUS students. As Yang Shun was a key developer of NUSMods, he was inspired to build another useful platform for the school, something different, one with social elements in it. Hence he proposed the idea of NUSWhispers to a team of students from his lab group in CP3101B Web Programming and Applications (currently recoded to CS3226) and they took it up. The team took around 3 weeks to build and launch the application and the administrative dashboard for moderating confessions, which is mainly due to the dedication and strong technical abilities of the team.

A commonly asked question about NUSWhispers is the filtering process, we understand based on what we have read that there is thought put into each filter. Could you outline some of the general considerations that are put in?

Filtering posts is a dynamic and fluid process. We did not release out filtering guidelines to the public as we would like to stay flexible and evolve our rules along with current trends and cultures.

As law-abiding citizens (and rule-abiding students) trying to keep the platform alive for our audience, we set a few hard filters to avoid trouble with the authorities, such as no discussion of politics in GE2015's cooling off day, and no topics that will devalue the rigour of NUS's education system. Other than that, we usually filter out tweets, advertisements, and questions for the faculty/university administrative staff that we receive.

We also reject posts that attempt to cause unhappiness among people especially containing negative racial, religious, and political content. We do not condone cyberbullying. That being said, some amount of constructive criticism is acceptable as we would like to give everyone the chance to voice their personal opinions.

Another measure that is less explicit would be the **relevance** and **potential benefit** of the post content to our readers and the OP. Ultimately, NUSWhispers serves a utilitarian purpose of creating value among students. How many people would the post concern? How many people would be interested in reading the post? How many people can answer the post? How many people would the content of the post benefit?

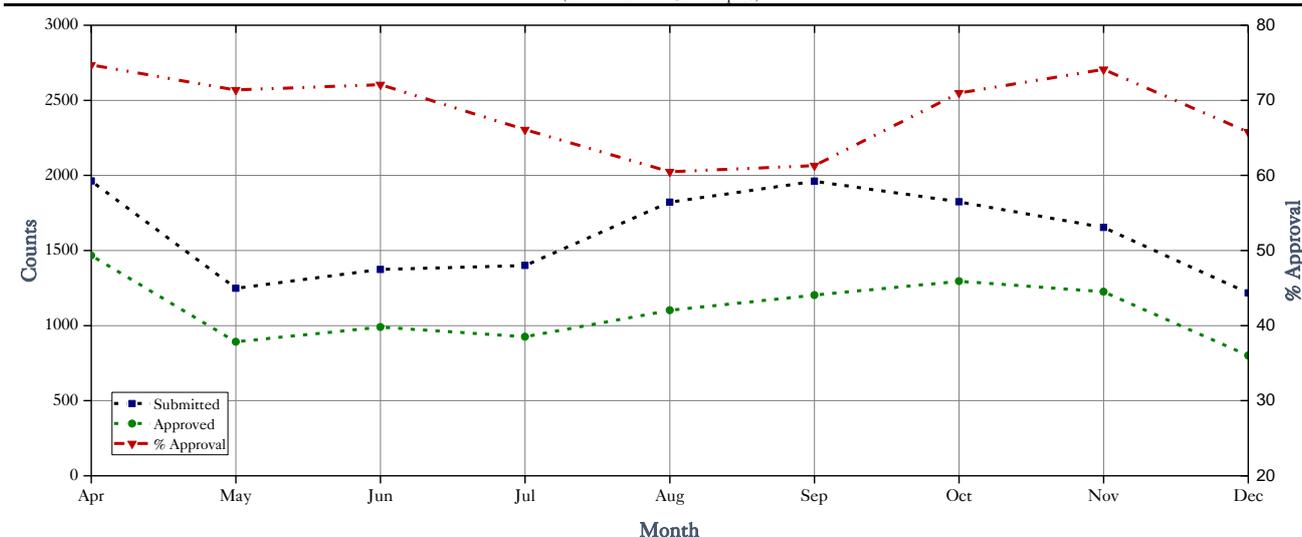
Posts don't strictly have to be confessions. They can be funny things that provide entertainment value to students or questions that spark discussions among the students. However, if the answer to the question can be found on Google or is extremely obscure, concerning an extremely specific or small set of people, then it is unlikely to be posted as it would only contribute to cluttering of our Facebook page.

How long does it typically take for a confession to be posted upon submission?

Approval usually takes place within 12 hours of posting but definitely within 24 hours of posting. We have three active moderators who log in at least once each day. We use a queue

A LOOK AT NUSWHISPER ACTIVITY IN 2015

(Data Source: NUSWhispers)



system for posts to avoid spamming readers during posting peak periods and we schedule 3-5 posts in each hour. Posts sent at midnight/wee hours of the morning are usually only scheduled around 8am in the new day as we do not want to post content while our readers while they are sleeping and they miss out on things as a result.

What's the worst post you have filtered?

None in particular. We usually even approve angry posts criticising NUSWhispers, and take the opportunity to answer the OP in the comments.

There have been several angry confessions lamenting how their previous submissions were filtered, do you intentionally let these through to poke fun at the posters? Because that is hilarious.

These posters usually post the same content and do not understand that posts of such nature do not get approved. However, since they are persistent in their posting attempts, we allow the laments to go through, to show that we have finally approved their posts! It is a little ironic. (:

About how many posts in 10 are allowed through?

Roughly 6 out of 10. It also depends on the period of the year. During results release, there are many "My CAP is XXXX, should I S/U my Y grade?" posts that we filter out. Lately, there are many trivial CORS-related posts that we reject too.

Could you tell (or show) us how the post frequency has changed since the inception of NUSWhispers, has it increased or decreased?

It remains relatively stable since its inception; we usually publish up to 1,000 confessions/month on average.

If we are not mistaken, the anniversary of NUSWhispers is coming up soon. Do you have anything special planned? What's next for NUSWhispers?

We'll prefer to keep it a mystery/surprise/shock.

On the same note, will you be giving out anything special for your 10000th like?

Nope, maybe just a celebratory poster (the graphical kind).

What's your favourite Whisper?

Many of them have been very memorable, but the record setting post would be [#5308](#) with 3500 likes. Personally, we also enjoy the Dating stories by Lao Niang.

Who's your favourite commenter on NUSWhispers?

Sorry we do not show favouritism to our commenters. However, we are glad that they some of our commenters enjoy the (usually) intellectual discourse. Some of the active commenters even created a private "NUSWhisperers" Facebook messaging group and organized their own meetup event. This is the goal of the NUSWhispers in the first place, a social sharing platform for NUS.

What type of posts do you dislike the most?

Posts that we have to reject. As unbelievable as it sounds, we do not like to reject posts but have to do so for the sake of preserving the high quality of content for our readers.

What do you think posters hope to achieve through anonymous love confessions? Some might say that they are rather pointless.

In our opinion, they seek to feel better by "practicing" the act of confession but without having to suffer any consequences (possibility of rejection).

It is not exactly pointless. Most of these posters do not have the courage to confess in real life. Some of them share their stories on the platform and may potentially get tips and advice from our professional commenters, which may just give them the necessary courage they need.

We have observed a large number of questions which can be easily answered by Google, especially those pertaining administrative issues in NUS. Do you think this highlights an underlying issue of a lack of independence/over-reliance on others.

Yes, definitely. On an unrelated note, many freshies these days are spoilt by the existence of NUSMods for module planning, and might not even know what the official information sources are. On our end, we try to not let these posts through and hopefully we receive less of these posts when people realize that these questions do not appear on the platform.

Many people see NUSWhispers as an avenue to share personal accounts anonymously. It may be used as a tool to incriminate or embarrass people. We have seen several posts recently directly involve some students from Chemistry. We understand that most sensitive posts are filtered and never reach the public. What do you make of these situations?

It is never our intention to cause negative feelings among the NUS community. In rare cases, these posts slip through the cracks and get posted. Helpful commenters would alert us in private that an inappropriate post has been posted and we would take it down. We also honour most of the take-down requests from posters who later on regret posting. Our policy is that if no names are explicitly mentioned, and that it is reasonably tough to identify the person mentioned, we would post it. As much as NUSWhispers is an anonymous platform for people to share their opinions, we do like to remind readers to be mature about things and take the posts you read with a pinch of salt. This is the Internet!

If you could change something about NUSWhispers or its community, what would it be?

I hope that students would step forward and further development of the platform be it part of a school project or for learning purposes; developing NUSWhispers would make excellent choices for both intentions.



Special thanks to NUSWhispers for sharing their thoughts in this interview. For the latest school gossip and other juicy confessions, visit them at

<http://www.nuswhispers.com>

&

<http://www.facebook.com/nuswhispers/>

Module Reviews: Level 2000

In this section, several guest writers review the Level 2000 core modules they have taken this Semester. To readers who have taken the module with the reviewers, we hope that you have enjoyed (or disliked) the modules as much as they did. To readers who have not, the reviews may provide some much needed insight into some of the modules you may be taking in the future. Do write in to us if you disagree with anything mentioned, you may very well be featured in our next issue.

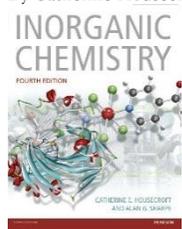
CM2111 – Inorganic Chemistry II

By Timothy Kwok

Recommended Text:

Inorganic Chemistry (4th Edition)

By Catherine Housecroft



(Image Source: Pearson Education)

CM2111 is separated into two halves, each taught by different lecturers. The first half covers varied topics such as crystal lattices, chirality (beyond the R/S model), coordination chemistry, and the electronic spectra of inorganic compounds. Despite the density of the syllabus, the individual concepts are straightforward and may be readily grasped with diligent studying. Students are rewarded for attention to detail; they should not be tempted to skim out on remembering (and knowing how to draw) all crystal lattice types, MO diagrams, and nomenclature for exams.

The second half covers molecular symmetry and point groups; the latter can be thought of as a means to classify compounds (or, for that matter, any object) according to their symmetry. Although the lecture content in itself is fairly light, students may still get tripped up visualising 3D representations of compounds and their symmetries – a necessary skill to succeed in CM2111's second half. The lecturer tries to mitigate this difficulty through extensive use of models of compounds during lectures and tutorials. As this may still be of limited help and because tutorial exercises are scarce, students should consider sourcing for online materials (which are readily available) to help them practise with point group identification and visualisation.

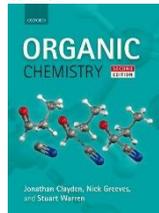
CM2121 – Organic Chemistry II

By Timothy Kwok

Recommended Text:

Organic Chemistry (2nd Edition)

By Jonathan Clayden, Nick Reeves and Stuart Warren



(Image Source: Oxford University Press)

CM2121 is unique among other level 2000 core modules in the degree to which it builds upon knowledge from its prerequisite, CM1121. This overlap is great enough to prompt the department to release CM1121 refresher questions for would-be CM2121 students before the semester's start. With that said, students can expect to learn a great deal of new material, with a special emphasis on enolate chemistry. Beyond mechanistic-based problems, students will also learn how to interpret IR, NMR, and Mass spectra.

As CM2121 features only tests and exams that are open-book, deep understanding rather than mere fact-retention becomes especially important. Furthermore, depending on whether the exam open-book policy allows notes (instead of only the prescribed textbook), students should consider making and bringing along to the rest venue their own resources, personalised to their individual strengths and weaknesses. Useful notes include lists of common chemical transformations, drawings of challenging reaction mechanisms, and references for spectra-type questions (with chemical shift data, IR absorption wavenumbers of common functional groups, etc.)

CM2191 – Experiments in Chemistry 2

By Wang Haina

This is one of the modules that can't be practised outside of lab. Whether one finds it hard or not depends largely on his or her hand-on skills and preparations.

Assessment methods are standard: reports, purity and yield for regular experiments, a viva, a written test, and a practical test. Report-writing include 4 pro-formas, a short report and a group long report.

There will be a lot of new skills learned in the module, the most important ones include rotatory evaporator, IR spectroscopy, water-free reactions, reduction with NaBH₄, and NMR spectroscopy. Skills in CM1191 are reviewed, including TLC, recrystallisation, and suction filtration. As for theory, there isn't too much if you learn CM2111 and CM2121 well. The only hard part is how to determine the number of unpaired electrons in a complex from its magnetic susceptibility.

How to learn the module well? Well, you are encouraged not to blindly follow the manual, and don't simply copy what your friends did! Think about the reason behind

every step and the situations *you* are in: the temperature, pressure, and the possible species in the reaction mixtures. Carefulness and patience is the key to success of all experiments. From my personal bad memories, I've realised that seemingly simple steps like tightening all essential screws when using the retort stand and adding solvent drop by drop in recrystallisation just can't be skipped. But above all, do prepare well and be safe!

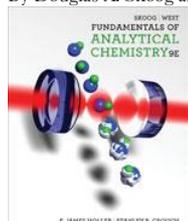
Here are also some suggestions on how to make the module better on the teaching side. Firstly, there could be more interactions among lecturers, lecturers and TAs, TAs and students, etc. Now we are doing pretty well, but still a long way to go to achieve the level of exciting cooperation in most SoC modules, where lecturers have developed a system such that students have 'missions' to complete and are rewarded with 'EXPs' and 'Badges' as if in a computer game. Almost everyone gives feedback after each lecture, and students' submissions and queries are answered within 48 hours. Secondly, I hope there are remedial sessions for practically weak students to just practice basic things like TLC, NMR sample preparation, extraction, etc. I understand that this is much harder for a practical module than for a theoretical module, but out-of-class practice is valuable anyway. Thirdly, lecturers could try to give back our reports more promptly and write some more comments on them.

CM2142 – Analytical Chemistry I By Clement Tan

Recommended Text:

Fundamentals of Analytical Chemistry
(9th Edition)

By Douglas A. Skoog and Donald M. West



(Image Source: Cengage)

Analytical Chemistry 2.0
(9th Edition)

By David Harvey

Free-source e-book available at:

http://acad.depauw.edu/harvey_web/eText%20Project/AnalyticalChemistry2.0.html

Before I embarked on this module, I had no idea what analytical chemistry was all about; I had never heard of analytical chemistry, and was unsure if it would be even remotely useful or interesting. However, after taking the module, I can confidently say that analytical chemistry is a great (and fun!) foundation module for any aspiring researcher. CM2142 uses an intuitive outline to impart many useful concepts used in analytical research; from sampling to sample preservation, preparation, analysis and ultimately, data treatment. These concepts will continue to stay relevant when you pursue any research project such as UROPS and even FYP.

The content of the module is not terribly difficult, but intuitive and easily digestible. Asst. Prof Jason Yeo makes it especially fun and relatable to learn analytical chemistry through the use of analogies and real-life examples that are at the cutting edge of research. For students who prefer learning through practice, you'll be in for a treat! The module is riddled with practice questions, tutorials and extra questions that aim to enhance the students' understanding and pick out possibly weaker topics.

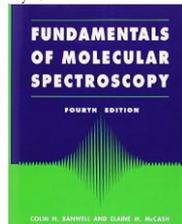
All in all, CM2142 is a great introductory module to analytical research skills that will remain relevant for any future research opportunities one might take up. 10/10 would recommend.

CM2101 – Principles of Spectroscopy By Shawn Ng

Recommended Text:

Fundamentals of Molecular Spectroscopy
(4th Edition)

By Colin N. Banwell and Elaine M. McCash



(Image Source: Amazon)

Word of Caution: Some details in the book are wrong! Do not fall into the trap of assuming that the book is correct because it is a highly rated book in its 4th edition.

CM2101 deals with spectroscopy. Students are introduced to microwave, infrared, Raman spectroscopy in relation to molecule rotations, vibrations and rovibrations and the module ends with a brief introduction to the physical principles behind NMR spectroscopy. These, without doubt, require some degree of understanding of quantum mechanics. A student taking this module will be introduced to the mathematical concept of operators when dealing with the Schrodinger equation in the first week. Quantum physics is confusing and perhaps (in the words of module lecturer Prof. Chan Yin Thai), "crazy", but fret not, because the word "operator" returns to haunt students throughout the module in a perhaps forewarned twist.

"We aim to become operators in this module, and perhaps then in the future, masters. For now, we must operate."

In the module, general solutions obtained from the Schrodinger equation are introduced as student favourites $BJ(J + 1)$ and $(v + 1)\omega$. Students then proceed to "operate" on eerily similar questions that involve familiar transition rules ($\Delta J = \pm 1$, $\Delta v = \pm 1$, etc.). With enough practice, most questions found in the tests and examination will become a typical and algebraic routine. Indeed, students would become truly proficient operators by the end of the module.

Ultimately, the module provides a brief yet comprehensive overview of spectroscopic techniques, allowing students to interpret and appreciate spectroscopic data without dwelling too long or deep on the underlying quantum theory. Prof. Chan Yin Thai has made an outstanding effort in making the module's content as self-contained as much as possible, much like the recommended text, *Principles of Molecular Spectroscopy* by Banwell and McCash.

CM2192 – Experiments in Chemistry 3
By Shawn Ng

The module is split into two parts. Students will perform 10 experiments, 5 related to physical chemistry and another 5 related to analytical chemistry. Students are segregated into two laboratory groups and take turns performing experiments from each set over the course of the semester. Due to the above arrangement, there are no physical lectures, rather, e-lectures are made available on the IVLE portal for every experiment. Additionally, one viva voce and written test is conducted for each segment. This amounts to a total of two viva voce, each held at the end of either segments, and two written tests taken in a combined period of two hours on the final week.

It is advisable that students take CM2192 with its complementary content modules, Physical Chemistry II (CM2101) and Analytical Chemistry (CM2142). Although the theoretical background for all experiments is covered in the e-lectures, the subject content might be daunting and confusing at first glance.

A special note on the analytical segment of the module, students may find that this segment places additional emphasis on academic honesty and good notekeeping practices. Students will be reminded constantly to use a pen to record all data and observations on their data sheet, on top of other experimental issues, by the ever-vigilant Prof. Simon Watts.

Whilst students may sometimes obtain unexpected results and opt for repeating experimental runs. It is important that they do not dismiss these results, but discuss them in their lab writeup. This brings life to a report, making it stand out from the very much discouraged stereotypical laundry-list of (sometimes contrived) experimental errors. As with any lab module, students are advised to read the lab manual and prepare their individual data sheets before their assigned laboratory sessions

Issue Contributors

NUSWhispers
Tan Kok Yong Clement
Wang Haina

The 28th Management Committee

Jezelyn James Pereira President	Renee Chua Honorary General Secretary	Albert Ong Projects Advisor	Wong Hsin, Isabella Publicity Executive	Timothy Kwok Xiongwei Editorial Advisor	Tran Cat Tuong (Kate) Assistant Marketing Executive
Cao Xujun Lee Jia Qi Vice-President	Ernest Lim Teng Shuen Assistant Secretary	Chong Chun Yuen Crystal Projects Executive	Ismail Samsudin Assistant Publicity Executive	Shawn Ng Voon Hwee Executive Editor	Zheng Lin, Alicia Welfare Executive
Cheryl Lim Wan Yu Honorary Treasurer	Neo Hui Lin Perlin Auditor	Lee Xin Pei Ling Jia Ying Tiffany Assistant Projects Executive			Pang Shih Teng Metta Standing Committee Director

