

Exemplar on Promoting Assessment for Learning in the Senior Secondary English Language Curriculum An Exemplar

Introduction

Assessment for learning is the process of collecting and analysing information for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. It is integral to the learning, teaching and assessment cycle as it helps inform learning and teaching. Teachers and learners can plan and manage the next steps in their teaching or learning through understanding the learners' strengths and weaknesses.

The exemplar illustrates:

- The use of the different strategies for promoting assessment for learning and enhancing students' writing skills, such as:
 - process writing
 - discussion about the success criteria in the evaluation form
 - self and peer review
 - teacher's written feedback
 - analysis of good student work
- How learners are guided to develop strategies for planning, monitoring, revising, and evaluating their own work in the process

Background

The learning activities were tried out in a co-educational school with mostly learners whose level of English was above average. Learners were generally eager to improve their English but still relied quite heavily on teachers' input and support. The teacher would like to develop learners' independence and metacognitive awareness.

Previous Learning and Analysis of Students' Needs

- Learners completed a unit on the theme "charity", which covers the following activities:
 - Reading a leaflet, a newsletter and a letter of appeal on fundraising programmes
 - Viewing a TV commercial on a charity campaign

- Browsing the websites of different charitable organisations to find out their vision and mission and target service groups
 - Giving an oral presentation on the work, mission and vision of a charitable organisation and the reason why it is worth supporting
- After the unit, the teacher found that her students were able to:
- understand the work of charitable organisations and the events and campaigns organised by them
 - understand the topical vocabulary such as “disasters”, “earthquakes”, “assistance”

However, students’ performance in the following areas needed improvement:

- elaborating ideas to appeal to the audience’s emotions
- using appropriate vocabulary and rhetorical strategies to enhance persuasion

Writing Task

A writing task was set for students to apply and consolidate what they had learnt in the unit, as well as to use strategies to enhance the persuasion and emotional appeal of their writing

Learning, Teaching and Assessment Process	Impact on Learning
Pre-writing	
<ul style="list-style-type: none"> • Learners revisit the strategies to substantiate ideas and the use of rhetorical strategies, like the use of the personal pronoun “I” and “you” to involve the readers and appeal to their emotions (Appendix 1). • Learners are shown two sample letters of appeal from NGOs to the public and guide students to study the style, format, organisation and language. 	<ul style="list-style-type: none"> • Learners’ understanding of how to write an effective appeal letter is enhanced. • Learners are provided with the opportunity to study model texts and identify the tone, style, language and rhetorical strategies used in the letters of appeal to the public.
<ul style="list-style-type: none"> • Each learner imagines themselves to be the founder of a new NGO/charitable organisation (Appendix 2). They have to come up with the following information: <ul style="list-style-type: none"> ➤ The name of the organisation ➤ The vision and mission ➤ The target service group ➤ Reasons for serving the target 	<ul style="list-style-type: none"> • Learners can transfer what they have learnt in the unit on charity into the formation of a new NGO that matches their personal values, beliefs and aspirations. • Their motivation for writing is raised after the brainstorming and discussion activities as they can develop a sense of ownership

<p>group</p> <ul style="list-style-type: none"> Learners form groups of four to share their ideas with the other group members. 	<p>through creating a new NGO of their own.</p>
<ul style="list-style-type: none"> Learners are asked to number the main points of the writing and underline the key words which help them identify the topic, the purpose of writing, the writer-reader relationship and the tone (Appendix 3). Learners are also guided to discuss the appropriate organisation, vocabulary as well as language items and structures for the writing. 	<ul style="list-style-type: none"> Explicit teaching of strategies for topic analysis (e.g. underlining key words and parts in the question, breaking down of the language element into vocabulary, tone and sentence structures) enables students to understand the requirements of the writing task.
<p>First Draft</p>	
<ul style="list-style-type: none"> Learners are guided through the Assessment Form (Appendix 4), which lists the success criteria for the writing task. Learners write the first draft of the letter individually and are asked to focus mainly on the content and ideas of the writing. They then exchange their work, assess if the draft meets the task requirements related to “Content” by including relevant and sufficient details, and give feedback to their peers. 	<ul style="list-style-type: none"> Learners’ understanding of the success criteria for the writing task is enhanced. Peer review and feedback are encouraged to promote collaborative learning.
<p>Second Draft</p>	
<ul style="list-style-type: none"> Learners are given another copy of the Assessment Form and revisit the criteria related to “Organisation” and “Language and Style”. Learners rewrite the letters of appeal based on the feedback from classmates. They then evaluate their own work with reference to the criteria set out in the Assessment Form. Learners submit their revised writing and Assessment Form to the teacher. 	<ul style="list-style-type: none"> Learners develop the ability to edit and revise their own work with reference to the peer feedback and the success criteria.
<p>Post-writing</p>	
<ul style="list-style-type: none"> The writing assignments, together with the Teacher Assessment Form, are returned to the learners. Learners are asked to read the written feedback 	<ul style="list-style-type: none"> Learners are more aware of their own problems in writing when they refer to the teacher’s comments, compare their own ratings with the

<p>(Appendix 5) and the completed Teacher Assessment Form (Appendix 6), and compare the ratings given by the teacher and themselves in the Assessment Forms and reflect on their performance.</p> <ul style="list-style-type: none"> • A feedback session is held to discuss some areas for improvement in terms of content, language and organisation using learners' examples (Appendix 7). • A good student writing sample is discussed (Appendix 8) with the whole class and learners are guided to identify the strengths of the writing. • Students revise their own work based on the written feedback on the scripts, teacher's comments and suggestions, as well as points raised in the follow-up activities. They submit the revised work together with the second draft to the teacher for further feedback. 	<p>teacher's and engage in the discussion during the feedback session.</p> <ul style="list-style-type: none"> • Good student work is presented for students' modelling and discussion. The strengths of the work are discussed in detail to enhance learners' understanding of the task requirements and success criteria.
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Reflective Questions:

1. How do you ask students to do composition corrections? How can composition corrections be more effectively done?
2. How can the teacher further support students in improving their revised/second draft?

A fundraising appeal letter



- Whenever any of the NGOs or welfare associations need funds, they seek people to donate certain amount of money. For this purpose they write donation appeal letter addressing to that particular person. Appeal letter states request made by the organization and cause for which they need donation.

Why are you writing it?

- Make sure you know the short answer to WHY you're writing an appeal letter - your letter's content will be better off because of it.

What do you want your readers to do?

- "Because I want them to respond." So, what inspires and motivates people to respond?

- Research shows that donors give because
 - they feel connected to an organization's vision and mission,
 - they want to help others,
 - or they want to make a difference in their communities by giving back.

- But if you're sending appeals to new prospects who don't know much about your organization, you can't depend on these factors to motivate them to give.
- It's important to treat your appeal like it's any other piece of direct mail, which needs to be especially enticing (attractive and interesting) to get a response.

- Make sure to give readers the opportunity to feel an emotional connection so they are compelled to help.
- Ensure that the tone of your letter is friendly and engaging so readers feel like they know you.
- Mention the recognition they'll get.
- Give them something tangible in return.

Which presentation is better?

- "Without your help, 800 citizens in this area will go hungry in 2010"
- "In 2009, our organization distributed 12,000 fresh meals to people in need. For many of these disadvantaged citizens, it meant they wouldn't have to choose between paying their heating bills and purchasing food to fill their stomachs. With your help, we hope to double the number of meals we distribute in 2010."

- The first example sounds dire and threatening. Merely reciting facts and figures ("800 citizens will go hungry") doesn't truly illustrate the problem your organization is trying to remedy.
- The message in the second example is stronger because it's more positive, and it also paints a better picture of the need.
- When you tell a story, even a short one, (in this case, we told a story about how hungry people sometimes have to choose between paying bills and purchasing food) the reader will be able to better identify with the situation and make an emotional connection.

- A first impression can make or break your letter. Your first paragraph should include motivational language (as mentioned previously) as well as the one thing you want your reader to remember. Writers call this the "one-sentence takeaway," or the single most important thing that needs to be communicated.
- Think of it as the only sentence your supporters will read before making the decision of whether or not to throw your letter in the trash. Make sure your one-sentence takeaway is clearly written and stated in the beginning of the letter.

- Make sure to avoid using the passive voice and write to your supporters as if you are having a one-on-one conversation. Use action verbs, avoid lengthy words and sentences, and use the words "I" and "you." These are easy ways to ensure your readers will make a connection with you.

- Be explicit in your "ask." Don't hope that readers will understand what you're asking for. Make it clear, and repeat it as often as you can. For example, write, "By making a tax-deductible donation, you can help." and then repeat with a variation like, "Join this important cause by making a one-time or recurring donation."

- Always mention that there is a tax benefit to donating to your cause. For many donors, this is one of the most motivating factors.

Samples

- Students circulating letters from different NGOs asking for donation.

Writing 7

- You are working in an NGO (give it a sensible name e.g. *Blind-saver International*) serving a specific disadvantaged group (e.g. children with cancer or the blind people in the third world). Your organization wants to raise funds to help your target group. Write a letter of appeal asking for donation to the general public. In your letter, briefly introduce your organization, its mission and vision, the purpose of fundraising. Also tell how the funds raised would be used and why the reader should respond and the benefits they can gain, if any.

Writing Task

Topic:	You are working in an NGO (give it a sensible name e.g. Blind-saver International) serving a specific disadvantaged group (e.g. children with cancer or the blind people in the third world). Your organisation wants to raise funds to help your target group. Write a letter of appeal to the general public asking for donation. In your letter, briefly introduce your organisation, its mission and vision. State the purpose for raising funds and how the funds raised would be used. Explain why readers should support your organisation and the benefits of donation.
Related Module / Elective Module:	<ul style="list-style-type: none"> • The Individual and Society • Learning English through Workplace Communication
Student Level:	Senior Secondary – S5
Text-type:	Letter
Communicative Functions:	<ul style="list-style-type: none"> • To persuade readers to donate money • To inform readers of the history, work, vision and mission of the organisation • To provide the reasons for and the benefits of donations
Role of the Writer:	A staff member in an NGO
Target Reader:	The general public

Task requirements – a detailed analysis of the topic

Language

Vocabulary

- Vocabulary related to the topic (e.g. the underprivileged, generosity, benevolence, plight, deprived of, victims of natural disasters and wars)
- emotional words appeal to our senses (e.g. devastated, war-torn, in torment/tormented)

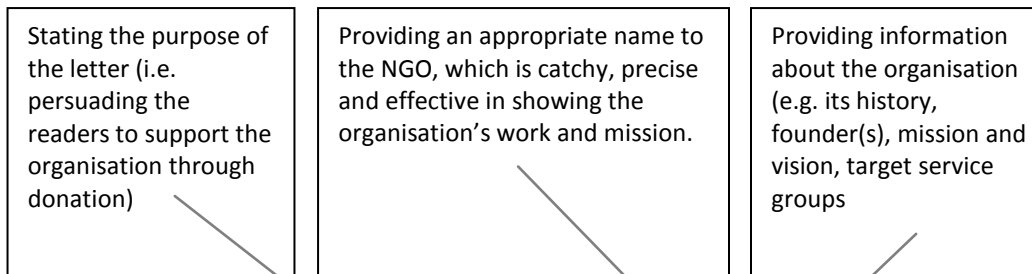
Tone and Register

- A persuasive tone
- A polite and friendly tone

Language Items & Structures

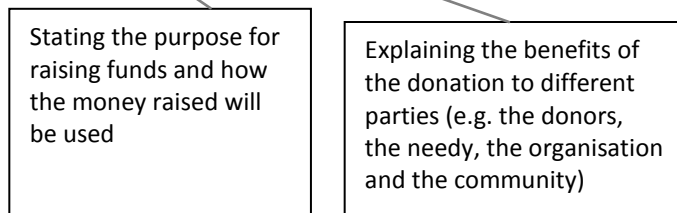
- Persuasive devices (e.g. rhetorical sentences, emphatic structures, modal verbs, conditional sentences)
- Sentence structures for stating objectives and benefits and showing cause-and-effect relationship and evidence
- Sentence structures for addressing opposing views

Content



You are working in an NGO (give it a sensible name e.g. Blind-saver International) serving a specific disadvantaged group (e.g. children with cancer or the blind people in the third world). Your organisation wants to raise funds to help your target group. Write a letter of appeal to the general public asking for donation. In your letter, briefly introduce your organisation, its mission and vision. State the purpose for raising funds and how the funds raised would be used. Explain why readers should support your organisation and the benefits of donation.

Content



Organisation

Coherence

- Clear organisation framework for a one-sided argumentative essay (i.e. an introduction, 3-4 body paragraphs and a conclusion)

Cohesion

- Appropriate use of cohesive devices to link up key arguments
- Logical connection within and across paragraphs

Teacher / Self / Peer Assessment Form

Date: _____

Task: *You are working in an NGO (give it a sensible name e.g. Blind-saver International) serving a specific disadvantaged group (e.g. children with cancer or the blind people in the third world). Your organisation wants to raise funds to help your target group. Write a letter of appeal to the general public asking for donation. In your letter, briefly introduce your organisation, its mission and vision. State the purpose for raising funds and how the funds raised would be used. Explain why readers should support your organisation and the benefits of donation.*

Text Type: *A letter of appeal for donation*

Please tick: ✓	Unsatisfactory	Below Average	Average	Good	Excellent
A. Content					
1. Stating the purpose of the letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Giving a sensible name to the NGO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Introducing the organisation, its mission and vision (e.g. founder(s), history, target beneficiaries, non-profit making nature)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Stating the purpose for raising funds and how the funds raised would be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Explaining why readers should support your organisation and the benefits of donation (e.g. alleviating the pain of and offering hope to the target beneficiaries, tax exemption)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Including sufficient details and explanations (e.g. sufferings and urgent needs of the disadvantaged groups, modes of donation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Language and Style					
1. Adopting a polite and friendly tone to appeal for donation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using suitable vocabulary related to the topic (e.g. the underprivileged, be deprived of, generosity, benevolence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate expressions and sentence structures to state objectives and benefits, and show cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate tenses to present facts and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using rhetorical strategies to persuade the readers (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Organisation					
1. Using appropriate layout and format of a letter (i.e. opening and closing remarks, a body to introduce the organisation, the purpose for raising funds, how the funds raised would be used, reasons why readers should support the organisation and the benefits of donation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Adopting a clear focus for each paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Creating logical flow of ideas in a paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate cohesive devices to establish connection between ideas and across paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher / Self / Peer Assessment Form

Date:

15-5-2014

Task:

You are working in an NGO (give it a sensible name e.g. Blind-saver International) serving a specific disadvantaged group (e.g. children with cancer or the blind people in the third world). Your organisation wants to raise funds to help your target group. Write a letter of appeal to the **general public** asking for donation. In your letter, briefly **introduce** your organisation, its **mission** and **vision**. State the **purpose** for raising funds and **how the funds** raised would be used. **Explain why readers** should support your organisation and the benefits of donation.

Text Type:

A letter of appeal for donation

Please tick: ✓		Unsatisfactory	Below Average	Average	Good	Excellent
A. Content						
1.	Stating the purpose of the letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Giving a sensible name to the NGO	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Introducing the organisation, its mission and vision (e.g. founder(s), history, target beneficiaries, non-profit making nature)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Stating the purpose for raising funds and how the funds raised would be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Explain why readers should support your organisation and the benefits of donation (e.g. alleviating the pain of and offering hope to the target beneficiaries, tax exemption)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Including sufficient details and explanations (e.g. sufferings and urgent needs of the disadvantaged groups, modes of donation)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Language and Style						
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2.	Using suitable vocabulary related to the topic (e.g. the underprivileged, be deprived of, generosity, benevolence)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Using appropriate expressions and sentence structures to state objectives and benefits, and show cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Using appropriate tenses to present facts and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.	Adopting a clear focus for each paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Creating logical development of ideas in a paragraph	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Using appropriate cohesive devices to establish connection between ideas and across paragraphs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form Five

Composition 7 Feedback Session

Assessment Form

- Unsatisfactory
- Below Average
- Average
- Good
- Excellent

Focus of the essay

1. Achievements of the organization
2. Plight of the target beneficiaries
3. How the donations can be further utilized

Content

1. Stating the **purpose** of the letter
 - To appeal for generosity
 - To empathize
 - To raise awareness
 - To publicize

Content (2a)

2. Introducing the organization, its mission and vision (e.g. founder(s), history, **target beneficiaries**, non-profit making natures)
 - People in which third world countries can access the services of your organization?
 - X Africa / developing countries in Africa
 - Poor nations with an average yearly income per capita and year under \$ 1000
 - (Africa: Somalia / Malawi / Congo / Ethiopia etc.)
 - (Asia: Afghanistan)
 - (Middle East: Yemen)

Content (2b)

2. Introducing the organization, its mission and vision (e.g. **founder(s)**, history, target beneficiaries, non-profit making natures)
 - (a) *Joining Hands was established by Dr. Cappi Chan in 2005.*
 - (b) *AAI was founded by Kevin Locus after WWII. He worked in a well-known hospital. After he met the people who suffered from AIDS, he then quitted his job and set up the organization so as to help those lack of AID patients in the developing countries.*

Content (2b con't)

- (a) *Joining Hands* was established by Dr. Cappi Chan in 2005.
- (b) AAI was founded by Kevin Locus after WWII. He worked in a well-known hospital. After he met the people who suffered from AIDS, he then quit his job and set up the organization so as to help those lack of AID patients in the developing countries.

e.g. BRAC, an international development organization based in Bangladesh, is the largest non-governmental development organization in the world, measured by the number of employees and the number of people it has helped, as of November 2012. Established by Sir Fazle Hasan Abed in 1972 soon after the independence of Bangladesh, BRAC is present in all 64 districts of Bangladesh as well as in Afghanistan, Pakistan, Sri Lanka, Uganda, Tanzania, South Sudan, Sierra Leone, Liberia, Haiti and The Philippines as of 2012.

Content

3. Stating the purpose of raising funds and how the funds raised would be used

e.g. We hope that with the help of your donations, dreams of the underprivileged children can be realized.

(What dreams?)

e.g. With your generous help, the underprivileged children in some remote rural areas such as Sichuan and Tibet can receive education and be provided with shelter to live a more decent life.

Content

4. Explain why readers should support your organization and the benefits of donation (e.g. alleviating the pain of and offering hope to the target beneficiaries, tax exemption)

Do you know that when you are having your delicious meal on an enjoyable and relaxing Sunday, there are some children being traded as a factory worker in the third world. Some of these children are reported to work in the factory 16 hours a day, and sleep for the remaining hours. They have no time to enjoy their childhood, no entertainment, no communication, not to mention the rare chance of receiving education that no one – neither their parents nor their employers – are willing to pay for it. Instead, they spend almost all of their time producing goods that you might have bought. Worse still, with little supervision, these children are often abused. Employers may physically abuse them for ridiculous reasons like refusal to work owing to illnesses, slow productivity or being not punctual to work. These children can be beaten up, having slap in their faces or leaving scars after being tortured. Sometimes, some of these children are even sexually abused, but none of other children dare to report it, or they will suffer the same.

Sam CHIU

Language

1. Adopting a polite and friendly tone for donation

(a) *Disaster-saver is an international non-profit making organization founded in 1978. We have been offering assistance to people undergoing traumatic experiences in disasters. And now, it's your turn to make a difference and turn over a new leaf for the victims.* (Jess)

(b) *By having the opportunity to take some training courses and play games, they can live more happily and retrieve their smiles from the dark old days.* (Cindy)

Language

2. Using suitable vocabulary related to the topic (e.g. the underprivileged, be deprived of, generosity, benevolence)

- Humanitarian aids
- Time is of the essence to ...
- Disaster / ordeal / calamity / catastrophe
- Basic commodities / necessities
- Anymore from your group?

Language

3. Using appropriate expressions and sentence structures to state objectives and benefits, and show cause and effect

(a) Participles

Founded in 2005, Education for Future has expanded its variety of services in Ethiopia, Afghanistan, Bangladesh etc.

Frightened by the ruthless bombs, children in Afghanistan become refugees and are forced to leave their home countries.

(b) Comparative

The more, the merrier. Many a little makes a mickle. Please hesitate no more to offer your generous support to the people in need.

(c) Inversion

Under no circumstances should the voices of the deprived be oppressed.

(d) Famous saying

The beneficiaries can restore the window to the souls and prevent permanent blindness.

Language

5. Using rhetorical strategies to persuade the readers (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)

Rhetorical:

Can you imagine a person is dying in every 5 seconds?

Organization

1. Using appropriate layout and format of a letter (i.e. opening and closing remarks, a body to introduce the organization, the purpose for raising funds, how the funds raised would be used, reasons why readers should support the organization and the benefits of donation)

Organization

2. Adopting a clear focus for each paragraph

Organization

3. Creating logical development of ideas in a paragraph

Organization

4. Using appropriate cohesive devices to establish connection between ideas and across paragraphs

Marking Symbols	Ag - Agreement	Pr - Preposition	W - Word Form	V - Verb Form	T - Tense
	Ar - Article	CW - Choice of Word	Sp - Spelling	A/P - Active/Passive	

Marks	
Content	2/
Accuracy	2/
Treatment	2/
Total	6/

Date: 15th May, 2014

Dear Sir / Madam,

Helping those in need is a blessing indeed.

On behalf of the United Nations World Food Program, I am writing to appeal to your benevolence and kindness to help the 1 million starving people in the Central African Republic. They need your help and they need it now.

The Central African Republic is currently on the edge of a civil war. Since March, ⁱⁿ ^{the} ^{area} conflicts ^{have} emerged between the Muslim-backed Seleka Militia groups and the CAR government. As violence erupts to the unprecedented levels in the major urban areas, over 2 million people are displaced from the cities. They are hiding in bushes and seeking refuge with host families. Churches and schools have been turned in to makeshift ^{= temporary} shelters to offer security and protection to these vulnerable

Remarks

Overall Comment: Rich in content!
Good use of language!

and fragile lives, ^{which} ~~which~~ ^{over} 40% of them are children.

Nevertheless, clashes have disrupted local water and food supply

completely. Mothers are forced to witness their children's ^{agonizing} ~~agonizing~~ ^{die} ~~die~~

faces of hunger and thirst, or even worse, their ^{perish} ~~perish~~ ^{die} ~~die~~

to ^{famished} ~~famished~~ ^{starvation} ~~starvation~~. Humanitarian aid is urgently needed and time is of

the essence to provide basic survival support to the Central Africans.

We would like to ask for your generous donations in the

light of the above ordeals that the Central Africans have to go

through. The United Nations World Food Program will ^{and} ~~and~~ ^{use} ~~use of~~

your donation to make sure it doesn't go in ⁱⁿ ~~in~~ ^{vain} ~~vain~~. We will provide

immediate humanitarian support to the Central Africans to ^{halt} ~~halt~~ ^{stop} ~~stop~~

their prolonged state of starvation. We will also recruit nutritionists

to infiltrate into the country so that the health conditions of the

victims can be better monitored. Our future plans also include ~~to~~

help them reconstruct basic infrastructures such as water pipelines

so that their demand for basic commodities can be

fulfilled.

Please don't hesitate to contact us if you wish to

know more about the plight of the Central Africans. The United

Nations World Food Program is an independent program created by

the United Nations in 1961. Over the last 30 years we have been

dedicating ourselves to provide continuing basic support to victims

After
considering

Remarks

Corrections

who are deprived of them. We have helped more than
4 billion ⁵⁻¹¹ people on this planet get rid of hunger
and thirst, reached out to over 50 countries such as
Nigeria and Cambodia because we do believe that
each soul on earth is equally valuable and for that
we do our best to save them. Our footprints are all
over the world and today it is the Central African
Republic. Simply an amount of donation can you make
a real difference to the lives of central Africans
and relieve their sufferings. Any donation above \$100
will be eligible to apply for a tax refund from the
HKSAR government.

Helping those in need is a blessing indeed. Bless
the country of Central African Republic and bless its
people!

Yours sincerely,
Gordon Brown

Gordon Brown
Director, UNWFP

Well done!

Very convincing appeal
to the potential donors.

Significant improvement
has been made and
performance has become
a lot more stable.

Keep up your good work. Alex!