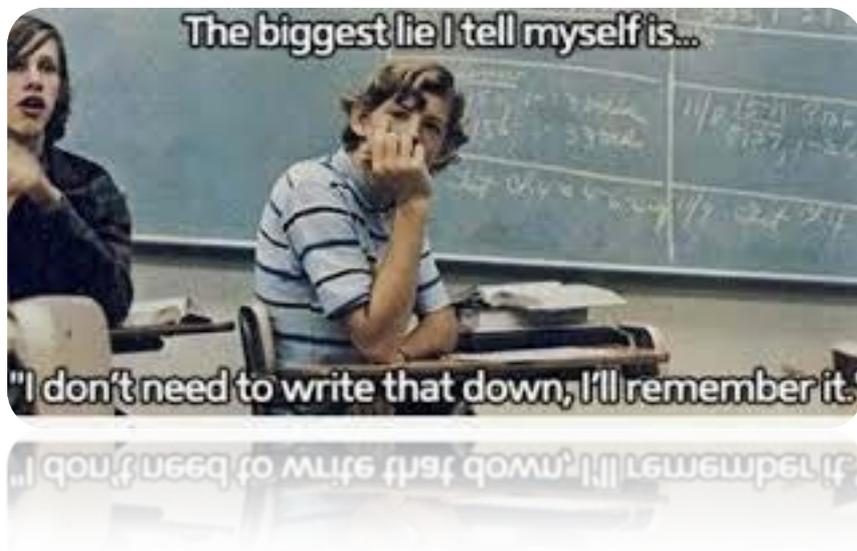


# WORKS IN TRANSLATION ESSAY WRITING



Compiled by Kylie Newcomb

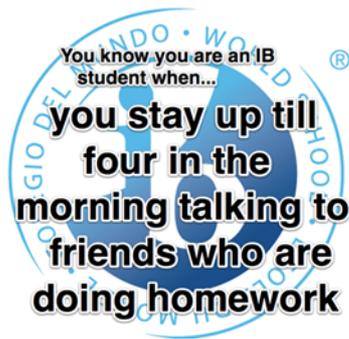
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2. Criteria and why it is important
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4. Structure of the essay
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LET'S FINISH THIS THING!



The Literary Llama is going to help you finish your WIT essay TODAY!



WHY AM I DOING THIS?

## WORKS IN TRANSLATION

An Introduction:

*It is the intention of the IB course that you develop a sense of the world beyond where you may have grown up. Your sense of the world is most likely to be greater than that of your parents due to the easy access you have to the Internet and other forms of media. Travel in the 21<sup>st</sup> Century is also easier and you are able to visit 'exotic' places with few limitations.*

*However... although you can see and hear the world virtually or visit other countries through travel, there are boundaries. It is difficult to step into 'someone else's skin' and understand the world from their perspective. This is why the study of literature is important and the Works in Translation section of the Diploma Literature course opens the door to different cultures, times and places.*

*The IB marker is not only assessing your ability to write an essay. You need to demonstrate an understanding of how the author has represented a particular time or place. **It is an ability to write about other perspectives and other ways of knowing that will allow you to receive the best results.***



*Ooooh. I have to show other perspectives*

**THE LITERARY LLAMA CONTEMPLATES WHAT HE HAS TO DO**



**The Literary Llama knows that this essay is about showing an understanding of different perspectives.**

## **Literature from other places!**

This part reflects the very nature of the IB commitment to intercultural understanding, through the literary study of works in translation.

GOALS:

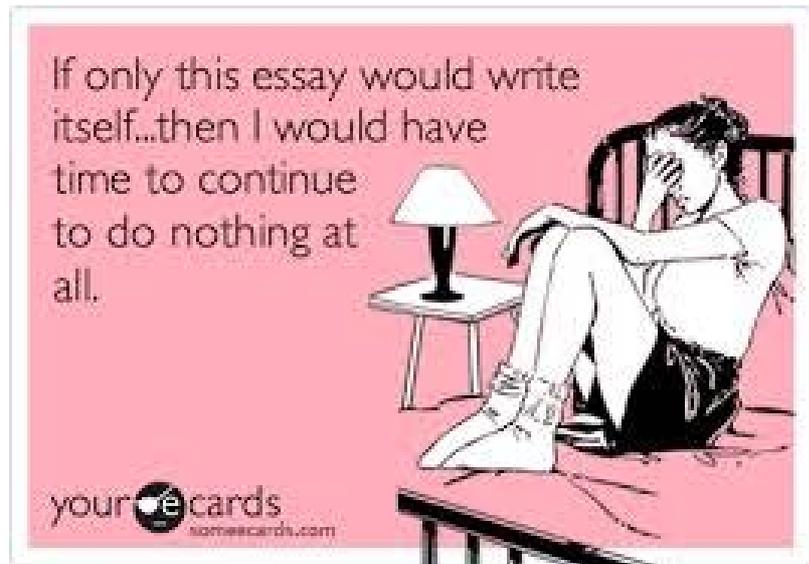
- to understand that culture and context are linked to the main ideas explored by an author
- to understand how cultural identity is shaped through literature
- to understand that there are different perspectives which may be shaped through culture and context.

OUTCOME:

- a written assignment or formal essay of 1200 – 1500 words – 25% this is essay is externally marked.

SO... my goal is to say **HOW** an **Aspect** reveals one of the **Themes**

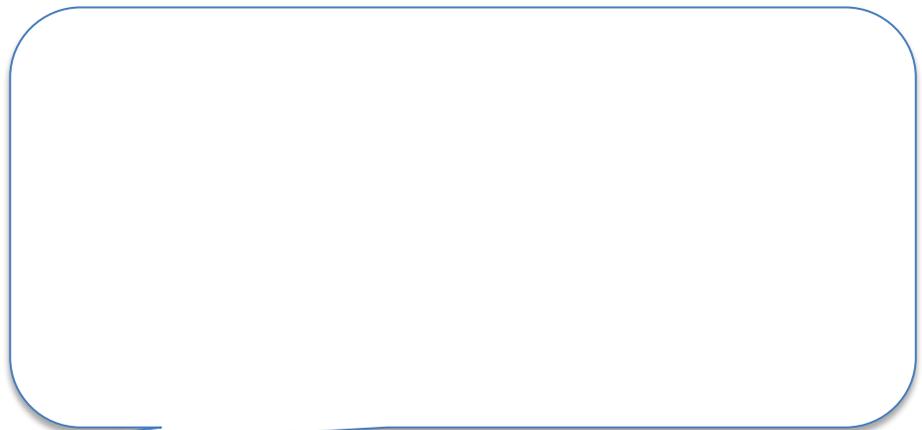




## 1. What do you think a Works in Translation Essay is?

What is the IB marker looking for with this essay?

What skills are you demonstrating? Is it similar to other essays you have done before?



## What do the IB markers want from me?



- The essay is all part of demonstrating that you are a global citizen. The IB differs from other educational systems in that none of the subjects are studied in isolation. All of them are linked through the subject of TOK. This is why TOK sits at the Core along with your participation in CAS and the Extended Essay.
- The IB develops the *human being* and the outcome should be someone who highly developed socially, culturally and academically.
- Every piece of assessment is looking for that IB student who is outward looking and open-minded.
- The IB aims to develop Intercultural understanding and the Works in Translation Essay is meant to show that you have not only examined literature from other cultures but that you have understood the ideologies that underpin a place in a particular time.
- The Works in Translation Essay is show that you recognise the perspectives of others and appreciate how authors have constructed beliefs, values and ways of knowing in their writing.
- The whole aim of the IB core is to allow students to understand the world's rich cultural heritage and to explore human commonality, diversity and interconnection.

***Students are also assessed on their ability to organize and develop their ideas, and to integrate examples from the work used.***



***HOW IS NOT A QUESTION – IT IS THE ANSWER!***

**The objective:**

**To demonstrate HOW an author has created MEANING in a text.**

AN IB essay is quite sophisticated and very like the essays you are required to complete at university.

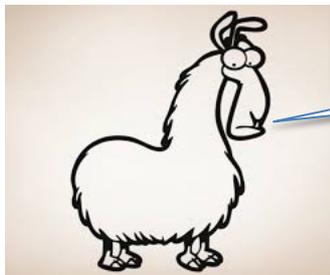
The following are all expected in a Works in Translation Essay:

- **In depth analysis that focuses on your topic**
- **Thesis statement**
- **Analysis that has three main points but *not* three paragraphs**
- **Supporting evidence**
- **A conclusion that does *not* just repeat your introduction**

In the IB Literature Course the Works in Translation Essay is often demanding and potentially inspiring for students.

In literature it is essential that you demonstrate an understanding of HOW techniques invite the reader to perceive meaning. No text is written in a vacuum. Your Works in Translation Essay must reveal an understanding of either the author's context or the context of the time and place the piece was written. It is up to you to identify what the meaning is and how the author constructed it.

The Works in Translation Essay will focus on a specific device or aspect and how it has been employed to create meaning.



What is an Aspect or Device? What does it mean?

AN ASPECT OR DEVICE IS:

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## QUICK QUIZ

1. Which of the following is the purpose of the Works in Translation Essay?
  - a. To provide vivid detail for the reader so that the marker can form a clear mental picture of the different culture.
  - b. To describe a thing, event, process or person from a different perspective
  - c. To defend a position and provide personal experience
  - d. To examine a particular aspect of the work and comment on how it positions the reader to see a different time or place.
  
2. Analysis is:
  - a. The art of bringing a text to life
  - b. An opinion on the devices employed
  - c. A discussion on how meaning is created by an author
  - d. A discussion on the main plot and setting
  
3. An Introduction must contain a:
  - a. Thesis
  - b. Definition
  - c. Research
  - d. Personal feelings
  
4. It is best to support what you are saying with:
  - a. A definition
  - b. Compare and contrast
  - c. A quote
  - d. Personal reflection
  
5. It is important to use:
  - a. A colloquial tone
  - b. Sophisticated register
  - c. A second person narrative style
  - d. Opinion
  
6. An effective conclusion will:
  - a. Directly address the marker
  - b. Look at the thesis and the how the text creates a belief about a different culture or time
  - c. Deconstruct the main ideology
  - d. Comment on what you thought of the text



Did you get them all correct? Are you happy like the Literary Llama?

## CRITERIA AND WHY IT IS IMPORTANT

### 2. HOW ARE YOU MARKED?

#### Criterion A: Fulfilling the requirements of the reflective statement

##### 3 MARKS:

To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?

**Note:** The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted.

- 0 *The work does not reach a standard described by the descriptors below.*
- 1 *Reflection on the interactive oral shows superficial development of the student's understanding of cultural and contextual elements.*
- 2 *Reflection on the interactive oral shows some development of the student's understanding of cultural and contextual elements.*
- 3 *Reflection on the interactive oral shows development of the student's understanding of cultural and contextual elements.*

#### ➤ Criterion B: Knowledge and understanding

##### 6 MARKS:

How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?

- 0 *The work does not reach a standard described by the descriptors below.*
- 1-2 *The essay shows some knowledge but little understanding of the work used for the assignment.*
- 3-4 *The essay shows knowledge and understanding of, and some insight into, the work used for the assignment.*
- 5-6 *The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment.*

➤ **Criterion C: Appreciation of the writer's choices**

**6 MARKS:**

**To what extent does the student appreciate how the writer's choices of language, structure, technique and style shape meaning?**

0 *The work does not reach a standard described by the descriptors below.*

1-2 *There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning.*

3-4 *There is adequate appreciation of the ways in which language, structure, technique and style shape meaning.*

5-6 *There is excellent appreciation of the ways in which language, structure, technique and style shape meaning.*

➤ **Criterion D: Organization and development**

**5 MARKS:**

**How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?**

**Note:** *The word limit for the essay is 1,200–1,500 words. If the word limit is exceeded, 2 marks will be deducted.*

0 *The work does not reach a standard described by the descriptors below.*

1 *There is some attempt to organize ideas, but little use of examples from the works used.*

2 *Ideas are superficially organized and developed, with some integrated examples from the works used.*

3 *Ideas are adequately organized and developed, with appropriately integrated examples from the works used.*

4 *Ideas are effectively organized and developed, with well-integrated examples from the works used.*

5 *Ideas are persuasively organized and developed, with effectively integrated examples from the works used.*

➤ **Criterion E: Language**

**5 MARKS:**

**How clear, varied and accurate is the language? How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)**

*0 The work does not reach a standard described by the descriptors below.*

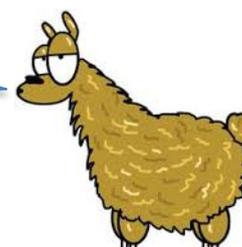
*1 Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.*

*2 Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.*

*3 Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.*

*4 Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.*

*5 Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.*



**Just to be clear... write down what the Literary Llama has to do to get a mark of 25!**

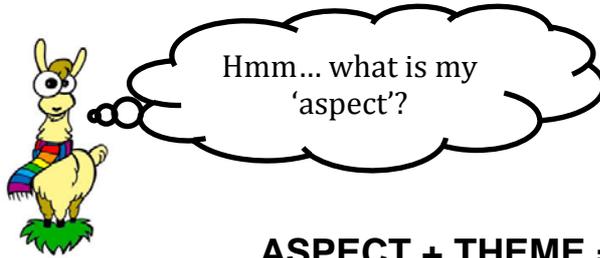
## Written Assignment Rubric – HL and SL

	0	1	2	3
<b>Criterion A: Fulfilling the requirements of the reflective statement</b> <ul style="list-style-type: none"> <li>To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?</li> </ul> <p><b>Note:</b> The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted.</p>	does not reach standard	Reflection on the interactive oral shows superficial development of the student's understanding of cultural and contextual elements.	Reflection on the interactive oral shows some development of the student's understanding of cultural and contextual elements.	Reflection on the interactive oral shows development of the student's understanding of cultural and contextual elements.
<b>Criterion B: Knowledge and understanding</b> <ul style="list-style-type: none"> <li>How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?</li> </ul>	does not reach standard	<b>1-2</b> The essay shows some knowledge but little understanding of the work used for the assignment.	<b>3-4</b> The essay shows knowledge and understanding of, and some insight into, the work used for the assignment.	<b>5-6</b> The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment.
<b>Criterion C: Appreciation of the writer's choices</b> <ul style="list-style-type: none"> <li>To what extent does the student appreciate how the writer's choices of language, structure, technique and style shape meaning?</li> </ul>	does not reach standard	<b>1-2</b> There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning.	<b>3-4</b> There is adequate appreciation of the ways in which language, structure, technique and style shape meaning.	<b>5-6</b> There is excellent appreciation of the ways in which language, structure, technique and style shape meaning.

	0	1	2	3	4	5
<b>Criterion D: Organization and development</b> <ul style="list-style-type: none"> <li>How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?</li> </ul> <p><b>Note:</b> The word limit for the essay is 1,200–1,500 words. If the word limit is exceeded, 2 marks will be deducted.</p>	does not reach standard	There is some attempt to organize ideas, but little use of examples from the works used.	Ideas are superficially organized and developed, with some integrated examples from the works used.	Ideas are adequately organized and developed, with appropriately integrated examples from the works used.	Ideas are effectively organized and developed, with well-integrated examples from the works used.	Ideas are persuasively organized and developed, with effectively integrated examples from the works used.
<b>Criterion E: Language</b> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)</li> </ul>	does not reach standard	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

## WHAT IS YOUR THESIS?

### 3. Your thesis statement



**ASPECT + THEME = THESIS**

MY ASPECT IS: \_\_\_\_\_

**Setting sound characterisation structure  
metaphor symbol allegory irony allusion  
tone motif imagery paradox**

MY THEME IS: \_\_\_\_\_

Employs satire to **reinforce** societal beliefs regarding the dangers of totalitarianism and

‘*WE*’: critique of socialist utopia; rational versus irrational; the importance of the individual

Employs imagery and a non-linear structure to **challenge** beliefs surrounding victory in war

‘*Sorrow of War*’: reality of war; the loss of culture and identity; Human suffering

Symbolic characters **challenge** perceptions of morality and

‘*Death of a Maiden*’: forgiveness; freedom; justice; memory; morality



Have you written a clear thesis?

E.G.

*The satirical novel *WE* by Yevgeny Zamyatin reinforces societal beliefs about the dangers of totalitarianism through the motif of architectural structures.*

*Bao Ninh’s novel challenges the belief that there are victors in war through metaphorical references to song in the novel ‘*Sorrow of War*’.*

*Through the symbolism of light referenced in the stage directions ‘*Death of a Maiden*’ challenges societal perceptions of morality.*

MY THESIS:

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Let's check your thesis statement.

- Concise? If not can you re-write it so it is clear and succinct?
- Does it state a device or an aspect that reveals a theme?
- Do you think it is the focus for your whole essay or is your essay about something else?
- Am I aware of my audience and purpose  
AUDIENCE: \_\_\_\_\_  
PURPOSE: \_\_\_\_\_
- I can provide an answer to my thesis statement in a nutshell ...

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Let's check the structure of your essay!



#### 4. Structure of the essay

The discussion should revolve around *three main points* you are using to prove the thesis you have constructed.

Can you state clearly what these three points are? Have you selected three of the devices below to reveal your ASPECT?

**Setting sound characterisation structure  
metaphor symbol allegory irony allusion  
tone motif imagery paradox**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

THIS DOES NOT MEAN THAT EACH PARAGRAPH SHOULD BE ONE POINT ONLY!  
YOU MAY TAKE TWO OR THREE PARAGRAPHS TO EXAMINE ONE POINT!

Each paragraph (*at the bare minimum*) should follow the structure of **PEEL**.

- Point
- Example
- Explanation
- Link

EXAMPLE OF A PARAGRAPH STRUCTURE – imagine your thesis and introduction state that you will examine how *paradox has been employed within the novel WE to highlight the fundamental flaws in a socialist Utopia.*

TOPIC  
SENTENCE

*The author's employment of paradox is obvious in the first person narrative style employed by Zamyatin. While the title **We** refers to D-503's self-identification as part of the society's consciousness, the first person voice begins the narrative with the word 'I'. The citizens of the One State view themselves as 'united, indivisible cogs' making up the society and the subversion of this through presenting only one perspective in the novel is the readers introduction to Zamyatin's criticism. D-503 claims he is 'the builder of the Integral' (page 3) positioning the reader to see the intentional irony in his self-acclamation. The title is initially eponymous, however the narrow narrative perspective, depicts a character who is obsessed with numbers as a fraction of a whole.*

QUOTES  
ARE  
EMBEDDED

LINK

*The mathematical numbers as metaphorical ...*

## THE CONCLUSION

This is just as important as the Introduction and is NOT a rewritten Introduction.

Your conclusion must take into consideration the wider implications of the text.

As this is WORKS IN TRANSLATION you need to demonstrate that the novel either **challenges or reinforces societal ideologies surrounding the context in which it was written.**



Literature Llama likes to play bingo with literary language.

## 5. Language

<p><b>Character</b></p> <ul style="list-style-type: none"> <li>Protagonist</li> <li>Antagonist</li> <li>Foil</li> <li>Anit-hero</li> <li>Symbolic</li> <li>Stereo-type</li> <li>Reliable</li> <li>Unreliable</li> <li>Doppelganger</li> </ul>	<p><b>Genre</b></p> <ul style="list-style-type: none"> <li>Historical</li> <li>Philosophical</li> <li>Political</li> <li>Romance</li> <li>Satire</li> <li>Reflective</li> </ul>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>Non-fiction</li> <li>Novel</li> <li>Novella</li> <li>Plays</li> <li>Poetry</li> <li>Short stories</li> </ul>
<p><b>Language form</b></p> <ul style="list-style-type: none"> <li>bildungsroman</li> <li>Didactic</li> <li>Intertextual</li> <li>Juxtaposed</li> <li>Extended metaphor</li> <li>Colloquial</li> <li>Satire</li> </ul>	<p><b>Narrative mode</b></p> <ul style="list-style-type: none"> <li>First person view</li> <li>Second person view</li> <li>Third person view</li> <li>Third person objective</li> <li>Third person subjective</li> <li>Third person omnipresent</li> <li>Third person limited</li> <li>Alternating narrative view</li> <li>Stream-of-consciousness</li> <li>Linear narrative</li> <li>Nonlinear narrative</li> </ul>	<p><b>Narrative tense</b></p> <ul style="list-style-type: none"> <li>Past</li> <li>Present</li> <li>Future</li> </ul>

<p><b>Plot</b></p> <ul style="list-style-type: none"> <li>Anti-climax</li> <li>Climax</li> <li>Conflict</li> <li>Denouement</li> <li>Dialogue</li> <li>Exposition</li> <li>Subplot</li> <li>Trope-cliché</li> <li>Turning point</li> <li>Foreshadowed</li> <li>Flash-back</li> <li>Stream-of conscious</li> </ul>	<p><b>Setting</b></p> <ul style="list-style-type: none"> <li>Culture</li> <li>Historical</li> <li>Geographical</li> <li>Social</li> <li>Dystopia</li> <li>Utopia</li> </ul>	<p><b>Other literary techniques</b></p> <ul style="list-style-type: none"> <li>Active voice</li> <li>Allegory</li> <li>Alliteration</li> <li>Allusion</li> <li>Ambivalence</li> <li>Ambiguity</li> <li>Antithesis</li> <li>Antonyms</li> <li>Bildungsroman</li> <li>Characterisation</li> <li>Cliffhanger</li> <li>Colloquialism</li> <li>Complex sentence</li> <li>Compound sentence</li> <li>Connotation</li> <li>Context</li> <li>Contextual framework</li> <li>Denouement</li> <li>Diachronic</li> <li>Dialect</li> <li>Dialogue</li> <li>Elision</li> <li>English (American)</li> <li>English (Australian)</li> <li>Enjambment</li> <li>Epilogue</li> <li>Epiphany</li> <li>Euphemism</li> <li>Flash back</li> <li>Flash forward</li> <li>Foreshadowing</li> <li>Formal</li> <li>Hyperbole</li> <li>Idiom</li> <li>Imagery</li> <li>Informal</li> <li>Irony</li> <li>Juxtaposition</li> <li>Lamb</li> <li>Metaphor</li> <li>Meter</li> <li>Mood</li> <li>Morphemes</li> <li>Motif</li> <li>Neologism</li> <li>Onomatopoeia</li> <li>Oxymoron</li> <li>Paradox</li> </ul>
<p><b>Great sentence starters for your analytical essay...</b></p> <ul style="list-style-type: none"> <li>Although</li> <li>As</li> <li>It is evident</li> <li>At one point</li> <li>Despite the fact that</li> <li>Even though</li> <li>Finally</li> <li>Furthermore</li> <li>Gradually</li> <li>In addition</li> <li>In conclusion</li> <li>In general</li> <li>In spite of</li> <li>Moreover</li> <li>Nevertheless</li> <li>Subsequently</li> <li>Therefore</li> <li>Whilst</li> <li>In fact</li> <li>One argument for this is that</li> <li>It seems plausible to</li> <li>Furthermore</li> <li>Nevertheless</li> <li>Subsequently</li> <li>Consequently</li> <li>However</li> <li>In point of fact</li> </ul>	<p><b>Words/phrases that create more complex sentence constructions</b></p> <ul style="list-style-type: none"> <li>Sometimes</li> <li>Moreover</li> <li>However</li> <li>In spite of</li> <li>Nevertheless</li> <li>Surprisingly</li> <li>Strangely</li> <li>Similarly</li> <li>Incidentally</li> <li>Ironically</li> <li>Despite the fact that</li> <li>Even though</li> <li>Whilst</li> <li>Although</li> <li>Unusually</li> <li>In contrast</li> <li>Unknown to</li> <li>Unable to</li> <li>Without noticing that</li> </ul>	<p><b>Other literary techniques</b></p> <ul style="list-style-type: none"> <li>Contextual framework</li> <li>Denouement</li> <li>Diachronic</li> <li>Dialect</li> <li>Dialogue</li> <li>Elision</li> <li>English (American)</li> <li>English (Australian)</li> <li>Enjambment</li> <li>Epilogue</li> <li>Epiphany</li> <li>Euphemism</li> <li>Flash back</li> <li>Flash forward</li> <li>Foreshadowing</li> <li>Formal</li> <li>Hyperbole</li> <li>Idiom</li> <li>Imagery</li> <li>Informal</li> <li>Irony</li> <li>Juxtaposition</li> <li>Lamb</li> <li>Metaphor</li> <li>Meter</li> <li>Mood</li> <li>Morphemes</li> <li>Motif</li> <li>Neologism</li> <li>Onomatopoeia</li> <li>Oxymoron</li> <li>Paradox</li> </ul>

<p>It is precisely because The evidence I would use to support this is</p> <p>Naturally Doubtless It is surprising that It surprises me that It is no surprise that It would seem logical to</p>		<p>Parody Passive voice Pathos Periphrasis Personification Positioning Prefix Prologue Rhetoric Rhythm Simile Simple sentence Slang Soliloquy Stereotype Symbols Synonyms Tautology Tone Tragedy Vernacular</p>
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## EDITING AND CHECKING YOUR WORK!

### 6. CHECK LIST

#### THE REFLECTIVE STATEMENT

CHECK	COMMENTS/EXAMPLES	TIPS
<p>Is the <b>word limit</b> between 300 – 400 words exactly?</p>		<p>You will lose one mark if you do not adhere to the word limit</p>
<p>Does the reflective statement include sentences about the ideas or social behaviours the text has focussed on? <b>(cultural elements)</b></p>		<p>The purpose of the reflective statement is to show that you understood how the ideologies in society had an impact on the author's message</p>
<p>Does the reflective statement have sentences on the setting that the text explores? (Setting may refer to social classes; geography; political situation...) <b>(contextual elements)</b></p>		<p>The purpose of the reflective statement is to show that you understood how the context the text was written in informed author's message. What is the comment on society the author was making and HOW did they do it?</p>

## THE INTRODUCTION

CHECK	COMMENTS/EXAMPLES	TIPS
Introduction: There is a <b>thesis</b> statement that references one of the main <b>themes</b> and a <b>literary device/ASPECT</b>		THEME + ASPECT = THESIS
Introduction: Both the <b>author</b> and the <b>title</b> of the text have been included		Ensure that you have used both their first and last name in the Introduction – you may just use their last name after this. The title of the novel must be in <i>Italics</i> throughout the essay
Introduction: There is a reference to the <b>cultural and contextual context</b> of the text (comment about the society that the text has been set in)		You need to have a comment on the depiction of the society and the author's perspective
Introduction: There is a comment on <b>how</b> the author invites the reader to see the <b>world of the text</b> and why they have done this.		The purpose of the essay is to show that you understand what the reader/audience is invited to think about the society the author is writing about. Is it a criticism? Is it to provoke change? Is it to reveal a different way of seeing the world? Raise awareness?

### THE BODY - content

CHECK	COMMENTS/ EXAMPLES	TIPS
You can identify <b>three points</b> , in the essay, that explore how the author has used the literary device to reveal theme.	1. 2. 3.	This does not mean that you only have three paragraphs! It might take two paragraphs to explore one point properly
Each point shows an appreciation of <b>how meaning has been created</b> through one of the smaller 'ticket items' that fall under the umbrella of the 'big ticket' item		You can identify a distinct topic sentence that does this.
<b>Quotes</b> selected support the comment you are making		The quotes are short and embedded within the sentences naturally. Page numbers have been put in brackets at the end of the sentence. <b>You have not</b> used these words: For example; here is a quote; this quote shows...
There is <b>a link</b> connecting paragraphs and ideas		

### CONCLUSION

CHECK	COMMENTS/EXAMPLES	TIPS
There is a comment about the <b>author's message regarding society</b>		You need to demonstrate that you are able to see the text from a global perspective. What is the author's message for the reader about the society they have written about?
The <b>title</b> of the novel and the <b>author</b> have been referenced along with the <b>theme and literary device</b>		

### FORMATTING CHECK

There is a <b>bibliography</b>		You need to reference the text that the essay is based on, including who the translator was.
There are no <b>spelling or punctuation</b> errors		Have someone read it aloud to you to check that it makes sense
There are <b>links</b> between paragraphs		
The <b>language and terminology</b> is suitable for an IB marker		
You have <b>page numbers</b> on each page		
You have used <b>size 12 font – Roman Times - with 1.5 line spacing.</b>		
You have written the <b>title</b> of the text in <b>Italics</b> throughout		
You have placed <b>line numbers for quotes, in brackets</b> , at the end of the sentence.		

WOOOOHOOO – THE LITERARY LLAMA CELEBRATES WITH YOU! WE ARE DONE!

