

Task for *Evil Genius*

Reading journal

As you read *Evil Genius*, use this journal to help you identify and evaluate a range of narrative elements used by the author. Where are themes evident in the narrative, which characters are featured and what is happening in the plot? The first section has been completed for you as an example of what you may want to include. In the chapter summary, try to reflect a broad overview of the chapters rather than getting bogged down in a lot of literal detail.

Chapters 1–5: In the beginning...

Seven year old Cadel Piggott has been hacking into high security networks and his referral to psychologist, Dr Thaddeus Roth, is at the request of the police. Cadel, adopted at two years old and with a genius level IQ, feels no remorse for his crime. Cadel feels no need for the love of his adopted parents – who, he feels, ignore him – what he really wants is a computer. We soon understand that Dr Roth, is no ordinary psychologist as he encourages Cadel to lie to his parents and allows him forbidden access to his computer. All is not as it seems! When he is introduced to his ‘real’ father, the incarcerated uber-criminal Dr Phineas Darkkon, Cadel feels like he may, after all, find a sense of himself and his place in the world even if his father’s plan for his future includes world domination. Over the next three years, Cadel learns a lot about computers that run on DNA, how to disable systems of any kind, including home security and the Sydney transport network, and human behaviour which he practises – much to their misfortune – on the teachers and students at Jamboree Gardens. No-one can really say why such an intelligent, good looking and polite boy can’t make friends but even the teachers can’t take to Cadel.

Featured characters: Cadel Piggott, Stuart & Lanna Piggott; Thaddeus Roth; Phineas Darkkon

Setting/s: Dr Roth’s clinic; the Piggott family home; Jamboree Gardens

Themes: Being gifted; belonging; morality and ethics

Technical language: Pyrogenes (p. 19); potentialiser, genetic code, retrovirus (pp. 20–21)

Quotes: “When he talks to me it’s as if he’s studying alien life...have you read *The Midwich Cuckoos?*” (p. 33)

Chapters 6–10: High school hi-jinks

Featured characters:

Setting/s:

Themes:

Technical language:

Quotes:

Chapters 11–15: The Axis Institute – Initiation in evil

Featured characters:

Setting/s:

Themes:

Technical language:

Quotes:

Chapters 16–20: The Axis Institute – Sinister signs

Featured characters:
Setting/s:
Themes:
Technical language:
Quotes:

Chapters 21–25: The Axis Institute – Major misgivings

Featured characters:
Setting/s:
Themes:
Technical language:
Quotes:

Chapters 26–30: The Axis Institute – Deeply disturbed

Featured characters:

Setting/s:

Themes:

Technical language:

Quotes:

Chapters 31–35: Collating the clues

Featured characters:

Setting/s:

Themes:

Technical language:

Quotes:

Chapters 36–40: Engineering escape

Featured characters:
Setting/s:
Themes:
Technical language:
Quotes:

Chapters 41–45: Sanity shutdown

Featured characters:
Setting/s:
Themes:
Technical language:
Quotes:

Chapters 46–50: Accelerated action

Featured characters:

Setting/s:

Themes:

Technical language:

Quotes:

Chapters 51–52: Curramulla crisis

Featured characters:

Setting/s:

Themes:

Technical language:

Quotes:

