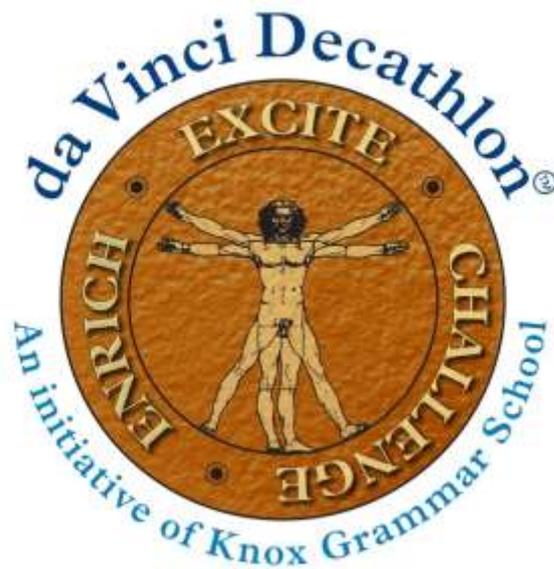




STATE DA VINCI DECATHLON 2017

CELEBRATING THE ACADEMIC GIFTS OF STUDENTS
IN YEARS 9, 10 & 11



ENGLISH

TEAM NUMBER _____

ENGLISH CHALLENGE

Activity 1: MOTHER NATURE'S POWER : Spelling		10 marks
Ten words will be read out to you. Please write your answers below.		<input type="text"/>
1	6	
2	7	
3	8	
4	9	
5	10	

Activity 2: GIRL POWER Literature		10 marks
The books listed below feature feisty female characters. Fill in the missing book, author or strong female main character to complete each line.		<input type="text"/>
Book	Author	Feisty Females
<i>Great Expectations</i>		Miss Havisham
	Ken Kasey	Nurse Ratched
<i>The Help</i>		Aibileen Clark
	William Shakespeare	Katherine Minola
<i>Emma</i>	Jane Austen	
<i>Jane Eyre</i>		Jane Eyre
	J. R. R. Tolkin	Éowyn
<i>Wuthering Heights</i>		Catherine Earnshaw
<i>My Brilliant Career</i>		Sybylla Melvyn
	William Shakespeare	Portia

Activity 3: BOY POWER: Literature		10 marks
The books listed below feature brave boy characters. Fill in the missing book, author or strong male main character to complete each line.		<input type="text"/>
Book	Author	Brave Boys
<i>The Secret River</i>	Kate Grenville	
<i>Frankenstein</i>		Robert Walton
<i>The Picture of Dorian Gray</i>	Oscar Wilde	
<i>Adventures of Huckleberry Finn</i>		Huckleberry Finn
	George Orwell	Winston Smith
<i>Far from the Madding Crowd</i>		Gabriel Oak
	William Shakespeare	Malvolio
<i>A Study of Scarlet</i>		Sherlock Holmes
	Tim Winton	Sam Pickles
	Aldous Huxley	Bernard Marx

Activity 4: THE POWER OF WORDS: Writing Task

30 marks

A few years ago, a popular social media activity was to choose the 7th book on your bookshelf, open up to the 7th page and pot the 7th sentence on that page.

Task: The 7th sentence on the 7th page of a number of novels have been written below. You are to choose one of the sentences as a story prompt. You must include the sentence somewhere in your short story. Ensure that you create interesting characters, surprising plot twists, vivid vocabulary and detailed descriptions. **Maximum length two pages.**

There was clearly nothing left to do but flop down on the shabby little couch and howl.

She crept along trembling with cold and hunger--a very picture of sorrow.

The man flung a look back along the way he had come.

It is impossible to tell how first the idea entered my brain; but once conceived, it haunted me day and night.

When every family has a slip of paper, Mr. Summers has everyone look at the slip, and we discover that Bill Hutchinson has drawn the one slip with a black spot.

He glanced down again at his right leg.

Two women, mother and daughter, were walking with a swinging step, one behind the other, towards this regiment of cattle.

The woman had died without pain, quietly, as a woman should whose life had been blameless.

It was pleasant to sit and watch the bathers splashing about in the green water.

How much had she seen, Theodoric queried to himself; and in any case what on earth must she think of his present posture?

Criteria	Sound	Effective	Skilful
The title and ideas reflect the topic chosen	1-2	3	4-5
Interesting characters	1-2	3	4-5
Surprising plot twists	1-2	3	4-5
Originality	1-2	3	4-5
Rich vocabulary	1-2	3	4-5
Control of language, spelling and structure – writing conventions	1-2	3	4-5
Total			/30

Activity 5: THE POWER WITHIN: Analysing Literature**30 marks***Wuthering Heights* by Emily Brontë**CONTEXT**

Wuthering Heights, which has long been one of the most popular and highly regarded novels in English literature, seemed to hold little promise when it was published in 1847, selling very poorly and receiving only a few mixed reviews. Victorian readers found the book shocking and inappropriate in its depiction of passionate, ungoverned love and cruelty (despite the fact that the novel portrays no sex or bloodshed), and the work was virtually ignored. Even Emily Brontë's sister Charlotte—an author whose works contained similar motifs of Gothic love and desolate landscapes—remained ambivalent toward the unapologetic intensity of her sister's novel. In a preface to the book, which she wrote shortly after Emily Brontë's death, Charlotte Brontë stated, "Whether it is right or advisable to create beings like Heathcliff, I do not know. I scarcely think it is."

CHAPTER 3

While leading the way upstairs, she recommended that I should hide the candle, and not make a noise; for her master had an odd notion about the chamber she would put me in, and never let anybody lodge there willingly. I asked the reason. She did not know, she answered: she had only lived there a year or two; and they had so many queer goings on, she could not begin to be curious.

Too stupefied to be curious myself, I fastened my door and glanced round for the bed. The whole furniture consisted of a chair, a clothes-press, and a large oak case, with squares cut out near the top resembling coach windows. Having approached this structure, I looked inside, and perceived it to be a singular sort of old-fashioned couch, very conveniently designed to obviate the necessity for every member of the family having a room to himself. In fact, it formed a little closet, and the ledge of a window, which it enclosed, served as a table. I slid back the panelled sides, got in with my light, pulled them together again, and felt secure against the vigilance of Heathcliff, and everyone else.

The ledge, where I placed my candle, had a few mildewed books piled up in one corner; and it was covered with writing scratched on the paint. This writing, however, was nothing but a name repeated in all kinds of characters, large and small—*Catherine Earnshaw*, here and there varied to *Catherine Heathcliff*, and then again to *Catherine Linton*.

In vapid listlessness I leant my head against the window, and continued spelling over Catherine Earnshaw—Heathcliff—Linton, till my eyes closed; but they had not rested five minutes when a glare of white letters started from the dark, as vivid as spectres—the air swarmed with Catherines; and rousing myself to dispel the obtrusive name, I discovered my candle-wick reclining on one of the antique volumes, and perfuming the place with an odour of roasted calf-skin. I snuffed it off, and, very ill at ease under the influence of cold and lingering nausea, sat up and spread open the injured tome on my knee. It was a Testament, in lean type, and smelling dreadfully musty: a fly-leaf bore the inscription—'Catherine Earnshaw, her book,' and a date some quarter of a century back. I shut it, and took up another and another, till I had examined all. Catherine's library was select, and its state of dilapidation proved it to have been well used, though not altogether for a legitimate purpose: scarcely one chapter had escaped, a pen-and-ink commentary—at least the appearance of one—covering every morsel of blank that the printer had left. Some were detached sentences; other parts took the form of a regular diary, scrawled in an unformed, childish hand. At the top of an extra page (quite a treasure, probably, when first lighted on) I was greatly amused to behold an excellent caricature of my friend Joseph,—rudely, yet powerfully sketched. An immediate interest kindled within me for the unknown Catherine, and I began forthwith to decipher her faded hieroglyphics.

‘An awful Sunday,’ commenced the paragraph beneath. ‘I wish my father were back again. Hindley is a detestable substitute—his conduct to Heathcliff is atrocious—H. and I are going to rebel—we took our initiatory step this evening.

All day had been flooding with rain; we could not go to church, so Joseph must needs get up a congregation in the garret; and, while Hindley and his wife basked downstairs before a comfortable fire—doing anything but reading their Bibles, I’ll answer for it—Heathcliff, myself, and the unhappy ploughboy were commanded to take our prayer-books, and mount: we were ranged in a row, on a sack of corn, groaning and shivering, and hoping that Joseph would shiver too, so that he might give us a short homily for his own sake. A vain idea! The service lasted precisely three hours; and yet my brother had the face to exclaim, when he saw us descending, “What, done already?” On Sunday evenings we used to be permitted to play, if we did not make much noise; now a mere titter is sufficient to send us into corners.’

1. Quotation		8 marks
Identify the literacy device which is best represented by each quote.		
Quotes	Themes	
‘While leading the way upstairs, she recommended that I should hide the candle, and not make a noise; for her master had an odd notion about the chamber she would put me in, and never let anybody lodge there willingly.’		
‘In fact, it formed a little closet, and the ledge of a window, which it enclosed, served as a table.’		
‘Too stupefied to be curious myself, I fastened my door and glanced round for the bed.’		
‘This writing, however, was nothing but a name repeated in all kinds of characters, large and small— <i>Catherine Earnshaw</i> , here and there varied to <i>Catherine Heathcliff</i> , and then again to <i>Catherine Linton</i> .’		
‘It was a Testament, in lean type, and smelling dreadfully musty: a fly-leaf bore the inscription—‘Catherine Earnshaw, her book,’ and a date some quarter of a century back.’		
‘Some were detached sentences; other parts took the form of a regular diary, scrawled in an unformed, childish hand.’		
‘On Sunday evenings we used to be permitted to play, if we did not make much noise; now a mere titter is sufficient to send us into corners.’		
‘A vain idea!’		

2. Comprehension : Multiple Choice

8 marks

1. What is another word for 'ambivalent' in reference to how it is used in the text?
 - a) uncertain
 - b) opposed
 - c) irreconcilable
 - d) apathetic

2. What is another word for 'obtrusive' in reference to how it is used in the text?
 - a) bold
 - b) showy
 - c) noticeable
 - d) vulgar

3. What is another word for 'stupefied' in reference to how it is used in the text?
 - a) confounded
 - b) aware
 - c) uncertain
 - d) faint

4. What is another word for 'obviate' in reference to how it is used in the text?
 - a) shrink
 - b) counteract
 - c) question
 - d) hinder

5. What happened when Lockwood shuts his eyes?
 - a) begins to sleepwalk
 - b) he doesn't get a chance to fully close his eyes
 - c) goes to sleep
 - d) has a dream

6. Why was it a treasure to find the caricature?
 - a) He didn't really like Joseph
 - b) Catherine was a famous artist
 - c) The image represented Joseph well
 - d) Catherine usually liked to write instead of draw

7. What description tells the reader Lockwood was bored?
 - a) Too stupefied
 - b) The service lasted precisely three hours
 - c) Vapid listlessness
 - d) All the above

8. What is another word for 'tome' in reference to how it is used in the text?
 - a) novel
 - b) version
 - c) edition
 - d) title

3. Comprehension:		8 marks
Answer the following questions:		<input style="width: 100px; height: 20px;" type="text"/>
Why would Victorian readers have found the book 'shocking and inappropriate'?		
What does Charlotte's quotation about Heathcliff suggest about his character?		
How does Lockwood feel about Heathcliff?		
How does Lockwood feel about Joseph?		
What do the books on the hidden ledge suggest about the character of Catherine?		
What had happened to the tome?		
What made Lockwood want to know more about Catherine?		
Who was going to rebel and why?		

Activity 6: SUPERPOWERS: Poetry Analysis **24 marks**

“Pre-dawn Lights” by Lesya Ukrainka: Please note intentional editing mistakes have been made.

“Pre-dawn Lights” by Lesya Ukrainka

<p>A dark knight hid all the tired people under its black wide wings. The evening lights went out; Everyone rests in dream. Everyone has been concured by Night The Master.</p> <p>Those who sleep and those who don't - submit yourselfes under the Dark Force. Those happy, who have sweet dreams! My sweet dream escapes from me... The heavy darkness around, Everything around is sleeping, like in a tomb.</p> <p>The evil vissions oppressed my soul, And I had no strength to raise up... Suddenly the bright light Waked me up from dream, - Pre-dawn lights have lit up!</p>	<p>Pre-dawn lights, victorious, solemn, Cuted through the darkness of the night, The raise of the sun are sleeping yet, But pre-dawn lite are already burning It is working people lit them.</p> <p>Raise-up, who are alive, who have his thought rebeling! It's our time for work! Don't be afraid of the pre-dawn darkness, - Lit your pre-dawn light Befour the dawn will play.</p>
--	--

1. Effective Punctuation		4 marks (1/2 mark each)
Identify 4 uncommon punctuation marks that have been used for effect and explain why they are effective in conveying the ideas within the poem. <input type="text"/>		
Punctuation Mark	Explanation	

2. Proofreading : Spelling		4 marks (1/2 mark each)
Identify and highlight eight spelling errors and write them correctly in the spaces below <input type="text"/>		

3. Poetic Devices		2 marks (1/2 mark each)
Identify four examples of poetic devices used in the poem. Provide the name of each and an example from the poem. <input type="text"/>		
Poetic Device	Poem Example	

4. Analysis : Short Answer		8 marks (2 marks each)
		<input type="text"/>
Question	Answer	
How does the poem create a powerful atmosphere?		
What is the theme? Support your idea with examples.		
What particular view of the world is foregrounded in the poem?		
What shifts in emotions (e.g. happiness to sadness, security to insecurity, satisfaction to dissatisfaction) occur throughout the poem?		

THE POWER OF _____ AND _____

Activity 7 : Visual Literacy

10 marks

Political cartoons

1. Major themes – Power

What should be the title of Activity Seven? Write it in the space above: THE POWER OF _____ AND _____

Cartoon 1

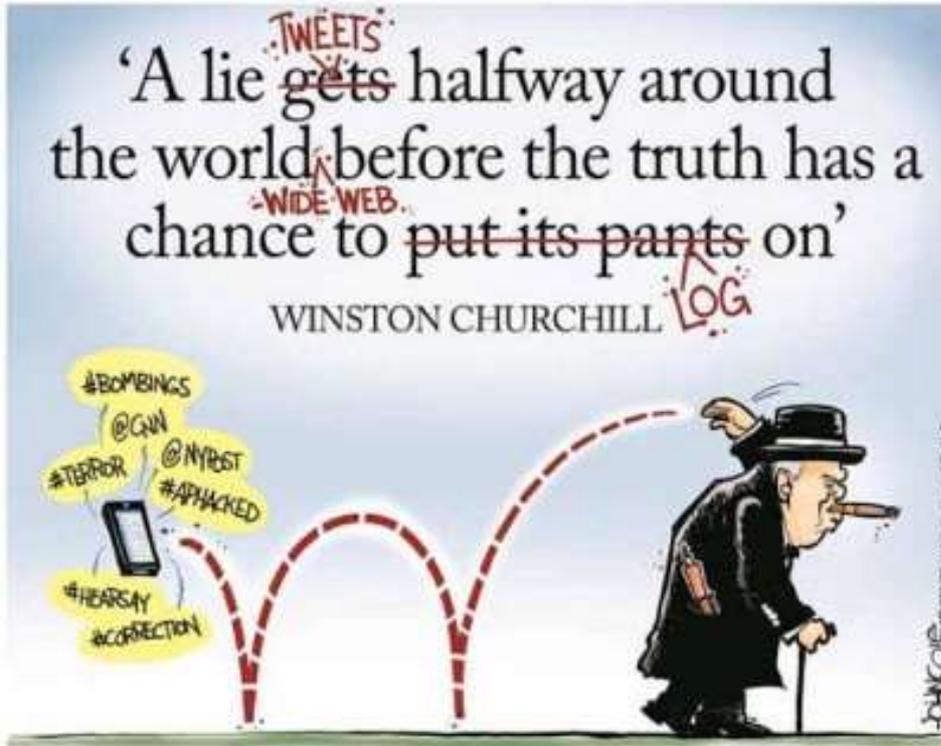
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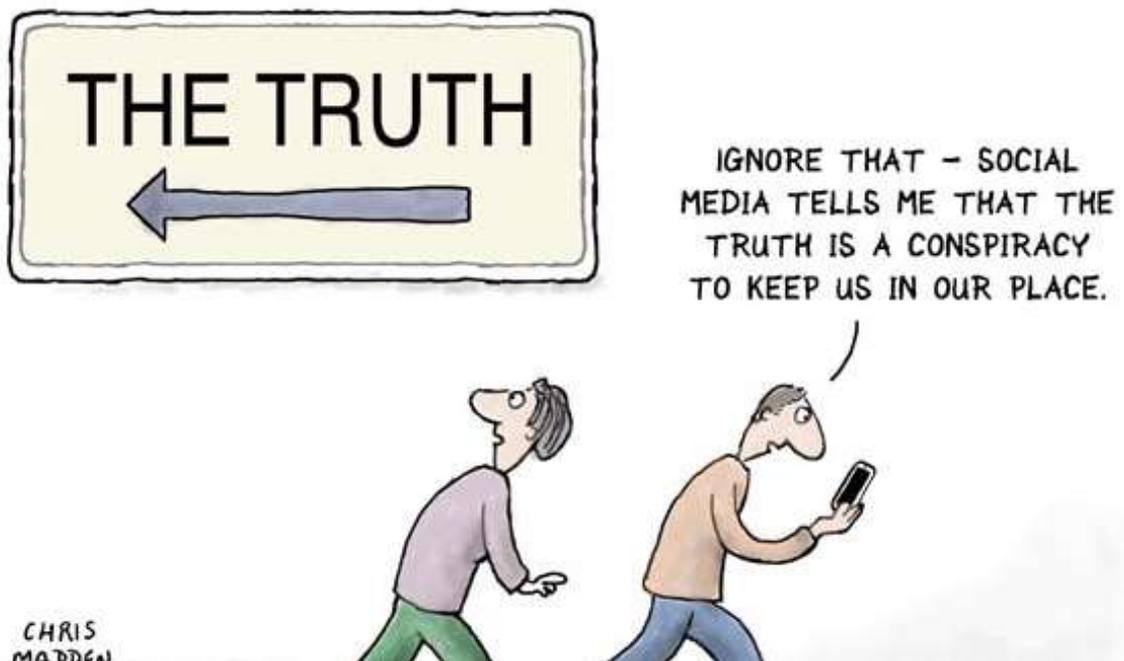


"Since you're in politics, to save time we're going to use a truth detector."

Cartoon 2



Cartoon 3

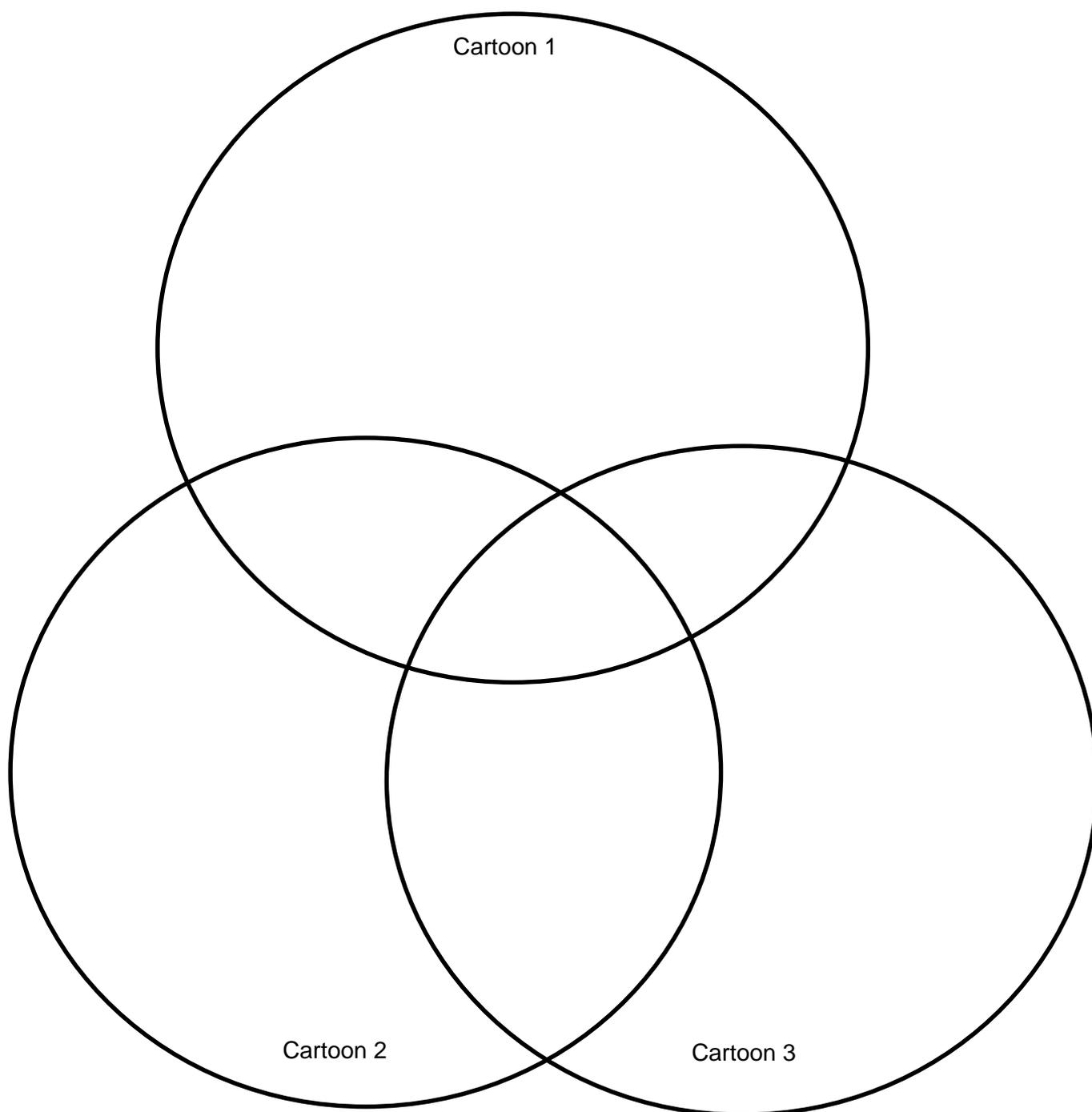


2. Visual Literacy

7 marks

Compare and contrast the three cartoons using the Venn Diagram below.

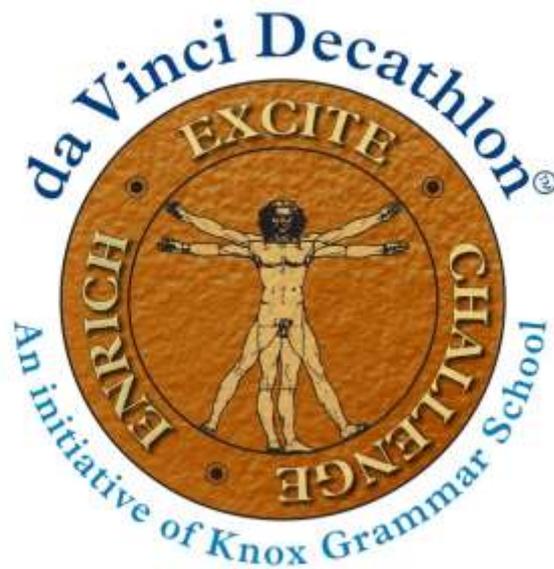
Identify and justify reasonable similarities and differences between the 3 cartoons for each section of the Venn Diagram.





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CELEBRATING THE ACADEMIC GIFTS OF STUDENTS
IN YEARS 9, 10 & 11



ENGLISH ANSWERS

TEAM NUMBER _____

ENGLISH CHALLENGE

Activity 1: MOTHER NATURE'S POWER : Spelling

10 marks

Ten words will be read out to you. Please write your answers below.

<p>1. ontological the branch of metaphysics that studies the nature of existence or being as such; metaphysical.</p>	<p>6. preeminent eminent above or before others; superior; surpassing:</p>
<p>2. manifestation a public demonstration, as for political effect.</p>	<p>7. dynamism any of various theories or philosophical systems that seek to explain phenomena of nature by the action of force.</p>
<p>3. vector a quantity possessing both magnitude and direction, represented by an arrow the direction of which indicates the direction of the quantity and the length of which is proportional to the magnitude.</p>	<p>8. endowment the property, funds, etc., with which an institution or person is <u>gifted</u>.</p>
<p>4. adamantine utterly unyielding or firm in attitude or opinion..</p>	<p>9. ascendancy the state of leading; governing or controlling influence; domination.</p>
<p>5. eminence high station, rank, or repute</p>	<p>10. prevalence the condition of being <u>predominant</u>, or widespread</p>

Activity 2: GIRL POWER Literature

10 marks

The books listed below feature feisty female characters. Fill in the missing book, author or strong female main character to complete each line.

Book	Author	Feisty Females
<i>Great Expectations</i>	Charles Dickens	Miss Havisham
<i>One Flew Over the Cuckoo's Nest</i>	Ken Kesey	Nurse Ratched
<i>The Help</i>	Kathryn Stockett	Aibileen Clark
<i>Taming of the Shrew</i>	William Shakespeare	Katherine Minola
<i>Emma</i>	Jane Austen	Emma
<i>Jane Eyre</i>	Charlotte Brontë	Jane Eyre
<i>The Lord of the Rings</i>	J. R. R. Tolkien	Eowyn
<i>Wuthering Heights</i>	Emily Brontë	Catherine Earnshaw
<i>My Brilliant Career</i>	Miles Franklin	Sybylla Melvyn
<i>Merchant of Venice</i>	William Shakespeare	Portia

Activity 3: BOY POWER: Literature		10 marks
The books listed below feature brave boy characters. Fill in the missing book, author or strong male main character to complete each line.		<input type="text"/>
Book	Author	Brave Boys
<i>The Secret River</i>	Kate Grenville	William Thornhill
<i>Frankenstein</i>	Mary Shelley	Robert Walton
<i>The Picture of Dorian Gray</i>	Oscar Wilde	Dorian Gray
<i>Adventures of Huckleberry Finn</i>	Mark Twain	Huckleberry Finn
<i>1984</i>	George Orwell	Winston Smith
<i>Far from the Madding Crowd</i>	Thomas Hardy	Gabriel Oak
<i>Twelfth Night</i>	William Shakespeare	Malvolio
<i>A study of scarlet</i>	Arthur Conan Doyle	Sherlock Holmes
<i>Cloudstreet</i>	Tim Winton	Sam Pickles
<i>Brave New World</i>	Aldous Huxley	Bernard Marx

Activity 4: THE POWER OF WORDS: Writing Task

30 marks

A few years ago, a popular social media activity was to choose the 7th book on your bookshelf, open up to the 7th page and pot the 7th sentence on that page.

Task: The 7th sentence on the 7th page of a number of novels have been written below. You are to choose one of the sentences as a story prompt. You must include the sentence somewhere in your short story. Ensure that you create interesting characters, surprising plot twists, vivid vocabulary and detailed descriptions. **Maximum length two pages.**

There was clearly nothing left to do but flop down on the shabby little couch and howl.

She crept along trembling with cold and hunger--a very picture of sorrow.

The man flung a look back along the way he had come.

It is impossible to tell how first the idea entered my brain; but once conceived, it haunted me day and night.

When every family has a slip of paper, Mr. Summers has everyone look at the slip, and we discover that Bill Hutchinson has drawn the one slip with a black spot.

He glanced down again at his right leg.

Two women, mother and daughter, were walking with a swinging step, one behind the other, towards this regiment of cattle.

The woman had died without pain, quietly, as a woman should whose life had been blameless.

It was pleasant to sit and watch the bathers splashing about in the green water.

How much had she seen, Theodoric queried to himself; and in any case what on earth must she think of his present posture?

Criteria	Sound	Effective	Skilful
The title and ideas reflect the topic chosen	1-2	3	4-5
Interesting characters	1-2	3	4-5
Surprising plot twists	1-2	3	4-5
Originality	1-2	3	4-5
Rich vocabulary	1-2	3	4-5
Control of language, spelling and structure – writing conventions	1-2	3	4-5
Total			/30

Activity 5: THE POWER WITHING: Analysing Literature**30 marks****Wuthering Heights by Emily Brontë****CONTEXT**

Wuthering Heights, which has long been one of the most popular and highly regarded novels in English literature, seemed to hold little promise when it was published in 1847, selling very poorly and receiving only a few mixed reviews. Victorian readers found the book shocking and inappropriate in its depiction of passionate, ungoverned love and cruelty (despite the fact that the novel portrays no sex or bloodshed), and the work was virtually ignored. Even Emily Brontë's sister Charlotte—an author whose works contained similar motifs of Gothic love and desolate landscapes—remained ambivalent toward the unapologetic intensity of her sister's novel. In a preface to the book, which she wrote shortly after Emily Brontë's death, Charlotte Brontë stated, "Whether it is right or advisable to create beings like Heathcliff, I do not know. I scarcely think it is."

CHAPTER 3

While leading the way upstairs, she recommended that I should hide the candle, and not make a noise; for her master had an odd notion about the chamber she would put me in, and never let anybody lodge there willingly. I asked the reason. She did not know, she answered: she had only lived there a year or two; and they had so many queer goings on, she could not begin to be curious.

Too stupefied to be curious myself, I fastened my door and glanced round for the bed. The whole furniture consisted of a chair, a clothes-press, and a large oak case, with squares cut out near the top resembling coach windows. Having approached this structure, I looked inside, and perceived it to be a singular sort of old-fashioned couch, very conveniently designed to obviate the necessity for every member of the family having a room to himself. In fact, it formed a little closet, and the ledge of a window, which it enclosed, served as a table. I slid back the panelled sides, got in with my light, pulled them together again, and felt secure against the vigilance of Heathcliff, and every one else.

The ledge, where I placed my candle, had a few mildewed books piled up in one corner; and it was covered with writing scratched on the paint. This writing, however, was nothing but a name repeated in all kinds of characters, large and small—*Catherine Earnshaw*, here and there varied to *Catherine Heathcliff*, and then again to *Catherine Linton*.

In vapid listlessness I leant my head against the window, and continued spelling over Catherine Earnshaw—Heathcliff—Linton, till my eyes closed; but they had not rested five minutes when a glare of white letters started from the dark, as vivid as spectres—the air swarmed with Catherines; and rousing myself to dispel the obtrusive name, I discovered my candle-wick reclining on one of the antique volumes, and perfuming the place with an odour of roasted calf-skin. I snuffed it off, and, very ill at ease under the influence of cold and lingering nausea, sat up and spread open the injured tome on my knee. It was a Testament, in lean type, and smelling dreadfully musty: a fly-leaf bore the inscription—'Catherine Earnshaw, her book,' and a date some quarter of a century back. I shut it, and took up another and another, till I had examined all. Catherine's library was select, and its state of dilapidation proved it to have been well used, though not altogether for a legitimate purpose: scarcely one chapter had escaped, a pen-and-ink commentary—at least the appearance of one—covering every morsel of blank that the printer had left. Some were detached sentences; other parts took the form of a regular diary, scrawled in an unformed, childish hand. At the top of an extra page (quite a treasure, probably, when first lighted on) I was greatly amused to behold an excellent caricature of my friend Joseph,—rudely, yet powerfully sketched. An immediate interest kindled within me for the unknown Catherine, and I began forthwith to decipher her faded hieroglyphics.

'An awful Sunday,' commenced the paragraph beneath. 'I wish my father were back again. Hindley is a detestable substitute—his conduct to Heathcliff is atrocious—H. and I are going to rebel—we took our initiatory step this evening.'

All day had been flooding with rain; we could not go to church, so Joseph must needs get up a congregation in the garret; and, while Hindley and his wife basked downstairs before a comfortable fire—doing anything but reading their Bibles, I'll answer for it—Heathcliff, myself, and the unhappy ploughboy were commanded to take our prayer-books, and mount: we were ranged in a row, on a sack of corn, groaning and shivering, and hoping that Joseph would shiver too, so that he might give us a short homily for his own sake. A vain idea! The service lasted precisely three hours; and yet my brother had the face to exclaim, when he saw us descending, "What, done already?" On Sunday evenings we used to be permitted to play, if we did not make much noise; now a mere titter is sufficient to send us into corners.'

1. Quotation **8 marks**

Identify the literacy device which is best represented by each quote.

Quotes	Themes
'While leading the way upstairs, she recommended that I should hide the candle, and not make a noise; for her master had an odd notion about the chamber she would put me in, and never let anybody lodge there willingly.'	Foreshadowing
'In fact, it formed a little closet, and the ledge of a window, which it enclosed, served as a table.'	Symbolism
'Too stupefied to be curious myself, I fastened my door and glanced round for the bed.'	Mood
'This writing, however, was nothing but a name repeated in all kinds of characters, large and small— <i>Catherine Earnshaw</i> , here and there varied to <i>Catherine Heathcliff</i> , and then again to <i>Catherine Linton</i> .'	Atmosphere
'It was a Testament, in lean type, and smelling dreadfully musty: a fly-leaf bore the inscription—'Catherine Earnshaw, her book,' and a date some quarter of a century back.'	Imagery
'Some were detached sentences; other parts took the form of a regular diary, scrawled in an unformed, childish hand.'	Characterisation
'On Sunday evenings we used to be permitted to play, if we did not make much noise; now a mere titter is sufficient to send us into corners.'	Hyperbole
'A vain idea!'	Interjection

2. Comprehension : Multiple Choice **8 marks**

- What is another word for 'ambivalent' in reference to how it is used in the text?
 - uncertain
 - opposed
 - irreconcilable
 - apathetic

2. What is another word for 'obtrusive' in reference to how it is used in the text?
 - a) bold
 - b) showy
 - c) noticeable
 - d) vulgar
3. What is another word for 'stupefied' in reference to how it is used in the text?
 - a) confounded
 - b) aware
 - c) uncertain
 - d) faint
4. What is another word for 'obviate' in reference to how it is used in the text?
 - a) shrink
 - b) counteract
 - c) question
 - d) hinder
5. What happened when Lockwood shuts his eyes?
 - a) begins to sleepwalk
 - b) he doesn't get a chance to fully close his eyes
 - c) goes to sleep
 - d) has a dream
6. Why was it a treasure to find the caricature?
 - a) He didn't really like Joseph
 - b) Catherine was a famous artist
 - c) The image represented Joseph well
 - d) Catherine usually liked to write instead of draw
7. What description tells the reader Lockwood was bored?
 - a) Too stupefied
 - b) The service lasted precisely three hours
 - c) Vapid listlessness
 - d) All the above
8. What is another word for 'tome' in reference to how it is used in the text?
 - a) novel
 - b) version
 - c) edition
 - d) title

3. Comprehension:

8 marks

Answer the following questions:

Why would Victorian readers have found the book 'shocking and inappropriate'?

The allusion to passion, love and cruelty challenged social norms.

What does Charlotte's quotation about Heathcliff suggest about his character?	An inhuman monster — or even incarnate evil. A character that most in society would not want to relate to or know.
How does Lockwood feel about Heathcliff?	He wants to escape his actions and mood.
How does Lockwood feel about Joseph?	He is his friend.
What do the books on the hidden ledge suggest about the character of Catherine?	She may have hidden there to get away to read.
What had happened to the tome?	The candle had lit it on fire.
What made Lockwood want to know more about Catherine?	Her caricature of Joseph.
Who was going to rebel and why?	Catherine and Heathcliff because Hindley was atrocious towards Heathcliff and a poor substitute for Catherine's father.

4. Extended Literacy response**6 marks**

What is 'gothic literature'? What possible examples from the text could be used to support the idea of 'gothic literature'? Why might this style of text capture the reader's attention?

Criteria	Sound	Effective	Skillful
Reasonably defines 'gothic literature' in the context of the novel.	½	1	2
Uses at least 3 examples from the text to justify how <i>Wuthering Heights</i> is part of 'gothic literature'.	½	1	2
Reasonably justifies why a reader's attention might be captured by this type of genre.	½	1	2

Activity 6: SUPERPOWERS: Poetry Analysis**24 marks**

"Pre-dawn Lights" by Lesya Ukrainka" Please note intentional editing mistakes have been made.

"Pre-dawn Lights" by Lesya Ukrainka

A dark knight hid all the tired people
under its black wide wings.
The evening lights went out.
Everyone rests in dream.
Everyone has been concured by Night The
Master.

Those who sleep and those who don't submit
yourselfes under the Dark Force.
Those happy, who have sweet dreams!
My sweet dream escapes from me...
The heavy darkness around,
Everything around is sleeping, like in a tomb.

The evil vissions oppressed my soul,
And I had no strength to raise up...
Suddenly the bright light
Waked me up from dream,
Pre-dawn lights have lit up!

Pre-dawn lights, victorious, solemn,
Cuted through the darkness of the night,
The raise of the sun are sleeping yet,
But pre-dawn lite are already burning
It is working people lit them.

Raise up, who are alive, who have his thought
rebeling!
It's our time for work!
Don't be afraid of the pre-dawn darkness,
Lit your pre-dawn light
Befour the dawn will play.

1. Effective Punctuation

4 marks (1/2 mark each)

Identify 4 uncommon punctuation marks that have been used for effect and explain why they are effective in conveying the ideas within the poem.

Punctuation Mark	Explanation
;	The semi-colon is used to join the two independent clauses instead of using 'as' or 'because' to joining the ideas that the lights went out as everyone was dreaming.
...	The ellipses is used to show a trailing off from the thought and in this case, trailing off because of the interruption of the bright light.
- (em dash)	The poet has used the em dash to emphasise the conclusion of the idea – that the person has been woken up due to the pre-dawn lights.
Hyphen	The hyphen in pre-dawn and raise-up are used as the two words collectively act as an adjective to modify the noun.

2. Proofreading : Spelling

4 marks (1/2 mark each)

Identify and highlight eight spelling errors and write them correctly in the spaces below

night	rays
conquered	light
yourselves	rebellling
visions	before

3. Poetic Devices

2 marks (1/2 mark each)

Identify four examples of poetic devices used in the poem. Provide the name of each and an example from the poem.

Poetic Device	Poem Example
Alliteration	Wide wings
Metaphor	Conquered by Night The Master
Allusion	The Dark Force
Simile	Everything around is sleeping, like in a tomb
Symbolism	Pre-dawn lights, victorious, solemn
Imagery	Cuted through the darkness of the light
Repetition	Pre-dawn light
Connotation	Don't be afraid of the pre-dawn darkness

4. Analysis : Short Answer		8 marks (2 marks each)
Question	Answer	
How does the poem create a powerful atmosphere?	The poet uses imagery of night, dreams and pre-dawn as a way to empower the reader to wake up and rebel/fight before the day arrives.	
What is the theme? Support your idea with examples.	<p>Power of the people/power Shown by: Everyone has be conquered by Night The Master / Suddenly the bright light Waked me up from dream, - Pre-dawn lights have lit up!/ But pre-dawn light are already burning It is working people lit them. / Raise-up, who are alive, who have his thought rebelling! It's our time for work! Don't be afraid of the pre-dawn darkness, - Lit your pre-dawn light <i>Students must include at least two examples.</i></p>	
What particular view of the world is foregrounded in the poem?	That people must fight for their belief or be taken by the dark forces.	
What shifts in emotions (e.g. happiness to sadness, security to insecurity, satisfaction to dissatisfaction) occur throughout the poem?	The voice shifts from defeated/discouraged to victorious/empowered	

THE POWER OF MEDIA AND PEOPLE

Activity 7 : Visual Literacy

10 marks

Political cartoons

1. Major themes – Power

What should be the title of Activity Seven? Write it in the space above: THE POWER OF _____ AND _____

Cartoon 1

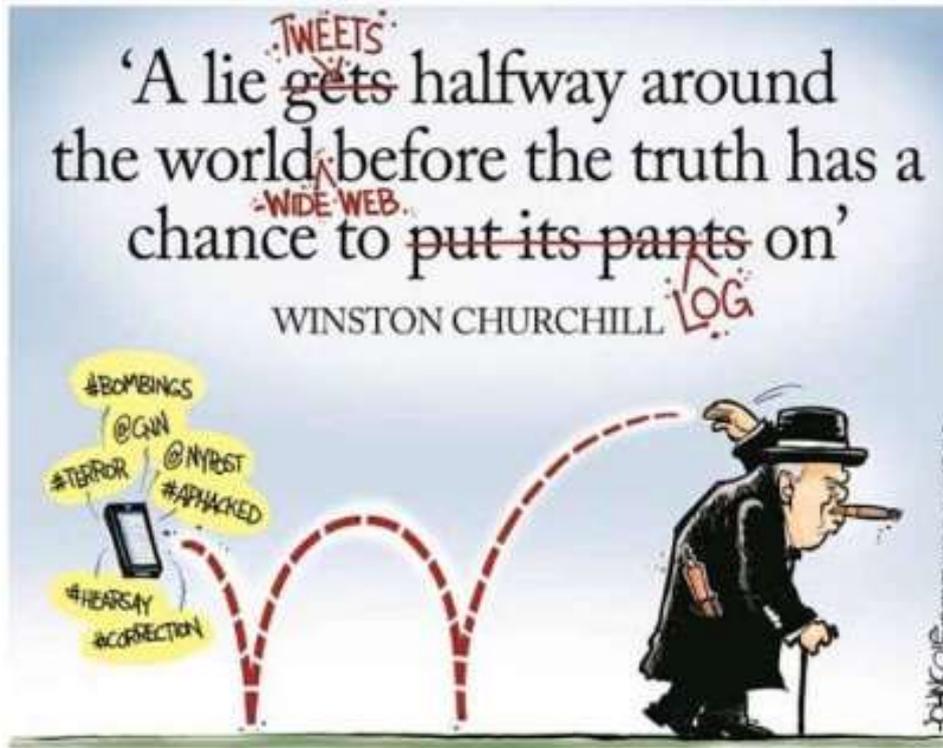
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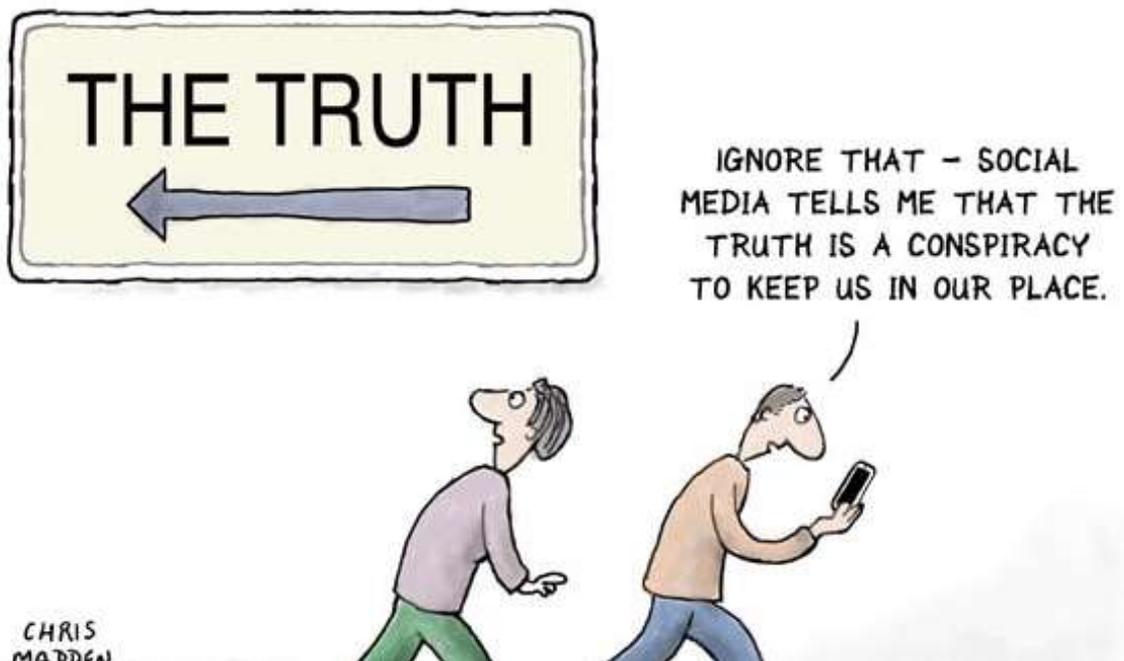


"Since you're in politics, to save time we're going to use a truth detector."

Cartoon 2



Cartoon 3



2. Visual Literacy

7 marks

Compare and contrast the three cartoons using the Venn Diagram below.

Identify and justify reasonable similarities and differences between the 3 cartoons for each section of the Venn Diagram.

½ mark each for identifying similarities and differences

½ mark each for reasonable justifications of similarities and differences referencing the cartoons

