

Insert for Sections A and B

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SECTION A**Text 1**

The following text is an extract from ‘The Bomb Hole’, a short story by Craig Billingham that was published in *Meanjin*, an Australian literary magazine.

1 The Bomb Hole

2 In the middle of our last summer in Bamberg, a no-man’s-land between the exams and our
3 results, Julia and I went out to the bomb hole. I rode to her house that morning, through the
4 intermittent shade of birch trees and liquid ambers. When I rang the bell Julia appeared so
5 quickly I figured she must have been crouching behind the door, tight as a pine cone. She was
6 wearing a faded red singlet and blue combat shorts, and on her feet she had a pair of battered
7 sandshoes, no socks. She handed me a picnic basket and a tartan blanket.

8 ‘We can take Mum’s car,’ she said.

9 I hadn’t brought my P-plates but Julia said it would be all right.

10 We loaded everything into her mother’s station wagon, including both our bikes, laying the
11 back seat flat. I got in, pushed my seat back and adjusted the rear-view mirror, checking the car
12 was free of axe-murderers and men wearing fedora hats.

13 We listened to a mix-tape as we drove across town, past the bowling club and the primary
14 school, past the Moruya Flats that each morning leaked the infirm and the elderly, all of whom
15 seemed mad and chronically alone. I crunched the gears three times before we reached the
16 highway. Julia, singing to The Church and then Nirvana, pretended not to notice.

17 When we turned off – the car park was only seven minutes out of town – we found we had the
18 place to ourselves. I stopped in a spot shaded by gum trees, careful not to yank the handbrake,
19 that being a pet hate of my father’s. Julia spread a beach towel across the dashboard and the
20 steering wheel; the surfboard seemed incongruous in the mountains.

21 We unpacked the car and before setting off secured the picnic basket to the rear tray of Julia’s
22 bike, which I volunteered to ride. The fire trail was pretty easy going, at least for the first k or
23 two, but afterwards you had to watch for potholes, rocks and tree roots. I rode out in front,
24 glancing back every now and then to see Julia, upright in the saddle, her shoulders square to the
25 morning sky.

26 ‘If you wanted,’ she said, moving up beside me, ‘we could go a little faster.’

27 It wasn’t really a bomb hole but that’s what everyone called it. It was the best swimming hole
28 for kilometres around, long and wide enough for races. Bushwalkers often went there on
29 weekends, stopping off for a swim on their way back from the falls, and climbers liked the
30 surrounding chutes and bluffs, but during the week it was mostly quiet.

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31 We reached the clearing, sweating and breathing deeply. A factory of noise surrounded us,
32 cicadas mainly, frantic, incessant, but also birdsong curling against the highway's drone, like
33 smoke rings up a wall. The smell was familiar. A friend from school, whose dad was a miner in
34 Lithgow, had told me once that the bomb hole smelled of cordite, and I'd believed him. Cordite
35 or not, it was the smell of heat coming off the earth, coming from the scrub grass and the
36 eucalypts, a heat that shimmered and stuck to your calves, like sap, filled with ants and
37 mozzies. It was the smell of all those summers, of how quickly they blended into one.

38 Julia propped her bike against a tree. She untied the picnic basket and laid out the tartan
39 blanket, kicked off her sandals and knelt down, unpacking drinks from beneath a layer of
40 fruit and sandwiches; exposed to the heat, our poppers blistered with condensation.

41 'Come over here,' she said, smoothing her hand across her shorts. I lay my head in her lap and
42 took a sip of mango juice.

43 'Your hair is getting long,' she said, and that was true. At the time, my friends and I were keen
44 to resemble bass players from Seattle, and it didn't seem to matter that only Travis played
45 guitar. He and Julia stayed in Bamberg after the rest of us had departed for university. Six
46 months after I'd left, my mother called to say they'd both been killed in a car accident at the
47 Woodford Bends.

48 We lay in that position for ten or fifteen minutes, Julia making loose plaits in my hair, combing
49 them free with her fingers. Several times she leant forwards and kissed me on the forehead, her
50 face looming large and then retreating.

51 'Swim?' I said.

52 I retrieved my swimmers from my bag and started to undress. Julia looked away when I
53 dropped my underwear.

54 'Are you coming?' I said.

55 'Not yet. Don't worry, you won't miss anything.'

56 I walked to the rock that everyone used for diving. It was three or four metres above the water,
57 which I knew to be deep and cold. The far side of the bomb hole, a dimpled sandstone bluff
58 drenched in sun, looked like an orange Ford with hail damage.

59 Instead of jumping I crab-walked down the rocks to a ledge from which I could dangle my feet
60 into the water. I lowered myself in, glad it came only to mid thigh. I splashed water on my
61 chest and shoulders and waded outwards, on tiptoes ... I levelled out and swam for twenty
62 metres, duck-dived, felt the temperature drop as I pulled deeper, finding the strength and shape
63 of my body against the water's resistance.

END OF SECTION A

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SECTION B**Text 2**

This transcript is an extract from *Q&A*, an Australian television program broadcast live on ABC1 in front of a studio audience. The program is hosted by journalist Tony Jones (TJ) and includes a panel of experts on a given topic. The following transcript is an extract taken from the show broadcast on Monday 15 September 2014 titled *Science: Precious Petals to Passionate Teachers*. The panel included Australia's Chief Scientist, Ian Chubb (IC), Nobel Prize winning immunologist, Peter Doherty (PD), and former Young Australian of the Year and founder of Robogals Global, Marita Cheng (MC). Audience member Dewashish Baniya (DB) also participates in the transcript.

Before the beginning of this extract, Marita Cheng had been responding to an audience question about how to nurture a passion for science in young people.

The following symbols are used in the transcript.

[]	overlapping utterances
,	continuing intonation unit
/	marked rising intonation
\	marked falling intonation
:::	prolongation of sound to the left
(.)	short pause
(..)	medium pause
(...)	long pause
-	truncated word
(H)	audible inhalation
<u>word</u>	emphatic stress
>word<	fast pace in relation to surrounding talk
<word>	slow pace in relation to surrounding talk
{ word }	transcriber comment
@	laughter
@word@	laughter through speech

- 1 TJ C- >Can I just ask/< (..) <why> (..) um (..) as a young girl\
 2 did you/ (..) get/ (..) involved/ (..) with building (..) robots\
 3 MC I was just inspired/ by (..) the >technology entrepreneurs<\
 4 When I was in my teens\ I read about >the Google guys/<
 5 and (..) ah (..) Steve Jobs (..) and Steve Wozniak/ (..
 6 and (..) >sitting there reading my Time magazine/< I thought/ (..
 7 >oh my gosh< they were 21/ (..) 25/ (..) they (..) were studying their PhD/ (..) early20s/
 8 and (..) they dropped out/ >because they saw< an even bigger opportunity\
 9 to make an impact in the world\ (...)
 10 They dropped out\ (..) they founded Google\ (..) they founded Apple\ (..
 11 and I thought\ (..) you know/ (..) they're only in their 20s:\
 12 I w- I wanna make a difference/ (...)
 13 If I study hard\ if I try my hardest\ maybe when I'm in my 20s/
 14 I can go out there and make a difference\
 15 And um (..) >and I think< other young people in Australia/ (..) all across Australia/ (..
 16 can do the same\
 17 A- there's no doubt in my mind/ that the next Google\ (..) the next Apple\ (..) the next,
 18 Facebook\ (..) can come from Australia\
 19 We have the foundations\ (H) we need (..) the vision\ (..
 20 We need to build on what we have/ (...) to go forward\
 21 TJ >Still on this subject<\ (..) before I bring in the others (..
 22 let's go to another question on this (..) um (..) same issue/
 23 It's from Dewashish (..) um Baniya/
 24 DB Um (..) um (..) like/ (..) going off the question/ (..
 25 I think/(..) us students are >the future of science/< and of Australia/
 26 What do you think the sch- (um) the sch- the schools and the co- um the Government\
 27 can do to increase (..) like (..) us getting more involved in science\
 28 TJ Peter/ (..) what do you think\
 29 PD Well\ (..) one wa:::y (..) uh we've got (..) more people into (..) into science/
 30 at >University of Melbourne< by creating the (..) Melbourne Model (..)\
 31 so they can't get into medical school/ unless they do science first\
 32 [>That's one way of doing it]
 33 [{audience laughter}]
 34 DB [@@@]
 35 PD and uh (..) and that allows people like me to have a go at them and say\
 36 (..) you know\ (..) keep your math/ up
 37 because a lot of the opport- opportunities in biomedical science
 38 are actually in in mathematical uh (..) areas\ (..) uh computational areas\ (..
 39 what we call infomatics and so forth\ (...)
 40 (H) That goes right across the spectrum\
 41 What's/ happening in scie:::nce/ (..) is everything is coming together\
 42 physics\ chemistry/ medicine\ biology/ everything comes together\ (..
 43 And so (H) those skill sets that (..) people thought (..) maybe they don't need to do\

SECTION B – continued
TURN OVER

- 44 if they're going to be a doctor/ or or a medical researcher\
 45 now become (.) very important\
 46 >With respect to< um (..) getting people *involved* in science\
 47 I think/ (.) the fact that young people are now so involved with *online* mechanisms\
 48 makes *all sorts* of possibilities\
 49 >For instance</ (.) there was a- a computer *game* out there called Fold It\
 50 Uh it was a group at the University of Washington (.) in Seattle\
 51 who were putting out/ ah (.) structures\
 52 and asking people who are *gamers*\
 53 not scientists\
 54 >all sort of people< who (H) love to play this stuff\
 55 to work out mechanisms to fold these proteins/
 56 Some of these guys/ (.) who had nothing to do with science/
 57 ended up as authors on scientific papers/
 58 So/ I th- I think that (.) by making science (..) much more visual\
 59 >which we can do online<\ ah (.) with suitable animations and so forth\
 60 and by going to a more crowd science model-
 61 yep/ sure\
 60 DB Um::: (.) Well\ (.) like like you guys were saying\ (.) like (.)
 61 Government's cutting all the fundings in science\
 62 And (.) like (.) that's go- that's >going to tell us students< not go into science/
 63 Because/(.) no money\ (.) what's the point of going in/
 64 And (.) like/ ho- how can the Government change that so\
 65 Like/(.) for us students\
 66 >it can be more advertised<\ like/ for us to go in/
 66 PD Well (.) you know\ (..) one way/ as I say/ is to have the government change\
 67 and the other way/ is to change the government/ um-
 68 [I believe um-]
 69 [{audience laughter and applause}]
 70 PD A good place to start/ would be to change the thinking\
 71 of the present government/
 72 Ah – (.) but I think ah one thing to do is get everyone out there to *vote*/
 73 There's a lot of young people/ (.) particularly/-
 74 I believe there's 400,000 young people who are not registered to vote/
 75 I think we need to get people (.) registered to vote\
 76 That's a good start\
 76 TJ >And we've got a long time< until the next election
 77 So::: >maybe it's a good idea< to (.) [influence] (.) ah the current Government\
 78 PD [@Not long] (.) no@\
 79 TJ Ah (.) Ian/ (..) you've got a plan\
 80 IC Well\ (.) we do:::
 81 and I think that it goes\ (.) to a number of the issues
 82 that have been touched on here\ (..) ah because science has a marketing problem/
 83 There's no question about that/
 84 Ah The- the manner in which we get across the the sheer *awesomeness*/ of science is,
 85 often too muted\
 86 Ah we're not constantly out there/

SECTION B – continued

87	Ah we see single events/ as being enough/
88	and so\ (.) as I'm constantly saying to scientists\ (.)
89	you know\ (.) just because you have a (..) symposium\ or press release/ or a press,
90	conference/ that's not enough/ in itself\
91	You've got to (.) keep (.) at it \ (.)
92	There's passion/ there's persistence\ and and and-
93	there's there's a real::: sort of need for patience/
94	because (.) you know\ (.) as I've said before/ (.) this is not like/ (.) you know\ (.)
95	buying a toothbrush when you get there because you forgot to pack one/
96	We've got to actually do this/ and take the long run at it\

END OF INSERT FOR SECTIONS A AND B

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