

# Geography - Satisfactory - Year 9

## Portfolio summary

This portfolio of student work shows that the student can analyse the interconnections between people and environments. Through an examination of the relationships between biomes and food scarcity (WS1), and trading patterns (WS2), and between human and physical environments (WS3), the student explains how these interconnections influence people, and change places and environments (WS1, WS2, WS3).

The student work shows an ability to select, interpret and analyse multi-variable geographical data and information to answer inquiry questions (WS1, WS2, WS3). The student proposes explanations for relationships, distributions, patterns, trends and anomalies over time and across space (WS1, WS2), and records findings on a map which complies with cartographic conventions (WS3). The student analyses alternative strategies to respond to a geographical challenge; proposes and justifies a response using environmental, social and economic criteria (WS1, WS2, WS3); and predicts the outcomes of the proposal. They synthesise data and information to draw reasoned conclusions (WS1, WS2, WS3), presenting findings and explanations using relevant geographical terminology (WS1, WS2, WS3).

## Data analysis: Food scarcity

### Sample summary

Over a period of six weeks, students examined the biomes of the world, how humans have altered environments for food production, and the main challenges of providing food security. Various case studies were used from Australia and other parts of the world throughout the unit of study. Students were assessed under supervised conditions in class over three 40-minute lessons. They were required to interpret a range of data and information and provide short responses to demonstrate their skills and understandings. Finally, the concept of food miles was explored to understand how local human activity influences global systems. Students were asked to create a presentation proposing local actions that could reduce the impact of food miles, and evaluated the sustainability of their strategies from economic, environmental and social perspectives.

## Achievement standard

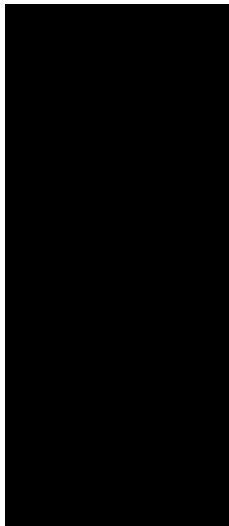
### Subject

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for

patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

## Report



**Year 9: Biomes and Food Scarcity**

There are many interconnected causes of food insecurity for different people in different places and environments throughout the world.

Figure 1 (GRAPH) SHOWS THE RELATIONSHIP BETWEEN INCOME AND FOOD INTAKE FOR COUNTRIES OF THE WORLD IN 2007

Source: 2007 generated using Ergonomix

1. Using evidence from the graph in Figure 1, explain how a person's daily food supply can be influenced by their income.

A person's daily food intake can be influenced by the amount of income. South America and North America have a high income of \$40,000. This means people have better access to food because there are more resources and money to spend on food. Daily food supply is influenced by climate, and where people live. Lower income countries such as Africa have limited daily food supply. Limited income means do not have all the resources they need and people can't afford good quality foods. Rural areas have less than Africa and less than America so people can afford to eat good quality products.



## Annotations

- 1 **Annotation 1**  
Uses simple examples to explain how food supply is influenced by place and income
- 2 **Annotation 2**  
Draws a conclusion from synthesised data
- 3 **Annotation 3**  
Develops a simple synthesis of place, income and kilocalorie data from the source

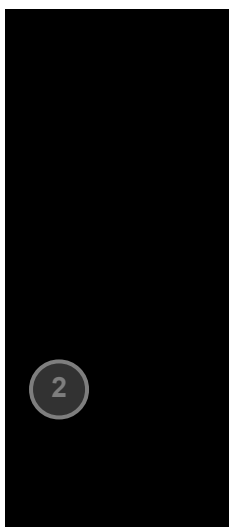
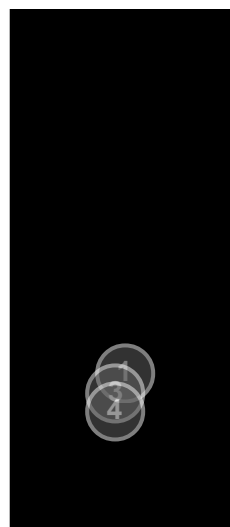


Figure 2 (GRAPH) SHOWS THE RELATIONSHIP BETWEEN URBAN POPULATION AND FOOD INTAKE FOR COUNTRIES OF THE WORLD IN 2007

Source: 2007 generated using Ergonomix

2. Using evidence from the graph in Figure 2, explain how which country/region a person lives in and/or whether they live in a rural or urban area can affect how much food they eat.

Figure 2 is a graph showing the relationship between urban populations and food intake for countries of the world in 2007. According to the graph, rural countries in South Africa which are less developed, receive less food intake, because they are less developed. A less developed region or country won't have many jobs with good income, making residents poor, which will mean the income food. By living in a developed urban area, jobs will have more income, and therefore, cheap because of the high demand and supply. This will allow residents to eat more food. By living in a rural town, you would have to pay more for your food, because transporting this food to the town is very hard so rural residents can't afford to buy the food because of the high cost of transportation.



## Annotations

- 1 **Annotation 1**  
Uses relevant geographical terminology
- 2 **Annotation 2**  
Interprets the data source, using an example
- 3 **Annotation 3**  
Explains how food supply and geographic location affect people
- 4 **Annotation 4**  
Draws conclusions about proportion of people living in rural and urban places and food supply
- 5 **Annotation 5**  
Explains the

interconnection between food supply and rural, urban and developed places

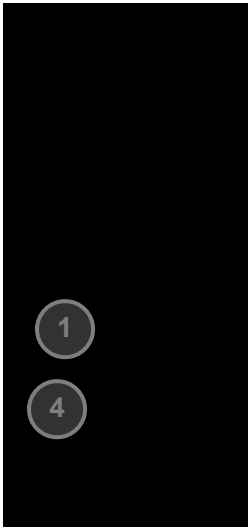


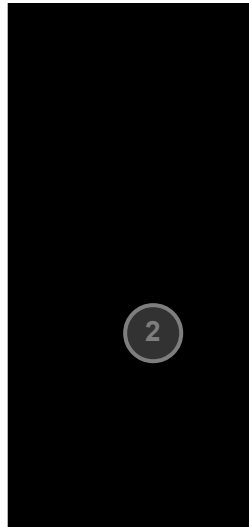
Figure 7 Major changes in the clearing of tropical rainforests

3. Explain how large scale deforestation of tropical rainforests has impacts on:

- the local natural environments in these places.
- the global natural environment.

Large scale deforestation is detrimental to local natural environments. Large deforestation occurs primarily in tropical rainforests, that are the most biodiverse landscapes of the world. This causes each global species, which live in those habitats and interrupts the local food chain which can cause more extinctions. From that deforestation on a major scale is negative for the local environment.

Large scale deforestation is detrimental to the global natural environment. The clearing of trees removes carbon sinks from the Earth, which allows more carbon to be released into the atmosphere. Burning chopped down trees also impacts on the atmosphere as it releases the carbon the tree had stored into the atmosphere. This is the major cause of global warming, which destroys environments around the globe. This shows that deforestation is negative for the global environment.



## Annotations

**1 Annotation 1**  
Uses relevant geographical terminology

**2 Annotation 2**  
Explains the geographic process of deforestation and the chain of effects of deforestation on a local natural environment

**3 Annotation 3**  
Draws a conclusion about the effects of the process of deforestation.

**4 Annotation 4**  
Explains geographic processes associated with deforestation

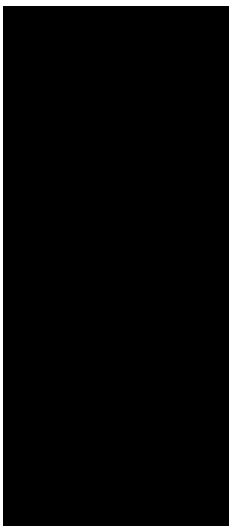
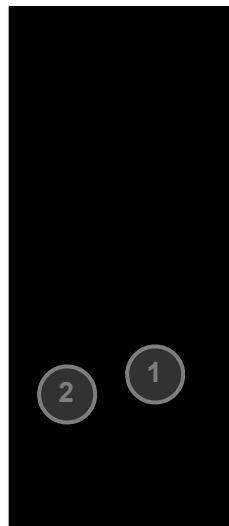


Figure 8 (Source: UNREVEALED) CHANGES IN FOREST COVERAGE IN INDONESIA BETWEEN 2002 AND 2005

Source: data provided by AusAid

c) Indonesia had 64% of the country covered by forests, mainly rainforests, in 1990. Land clearing reduced the amount of forest cover to 49% in 2005. Predict and explain what you think will happen to the rates of rainforest clearing in Indonesia in the future.

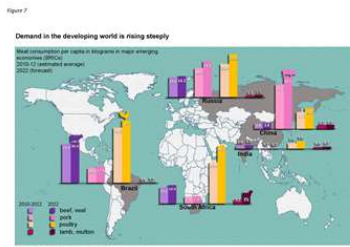
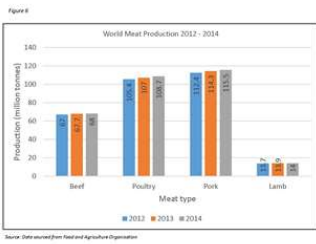
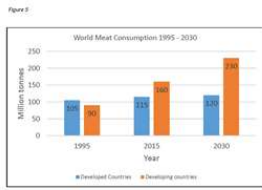
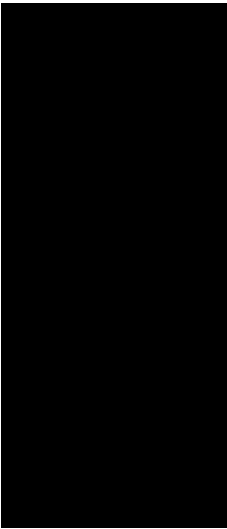
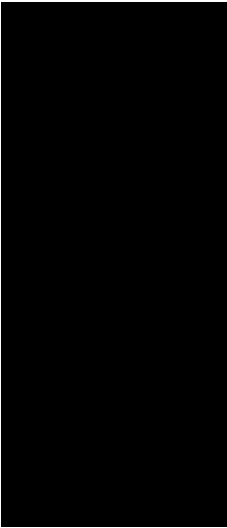
The rate of rainforest clearing in Indonesia will slow. As Indonesia's economy is benefited from the clearing, they will become more stable. This will allow them to not have to rely on clearing more land, and instead using more expensive techniques to farm their current plantations, while farming a greater harvest. Rainforest clearing in Indonesia will slow as their economy is boosted.



## Annotations

**1 Annotation 1**  
Draws a conclusion about the effects of the process of deforestation

**2 Annotation 2**  
Predicts a geographical outcome using conceptual arguments



Study Figures 5, 6 and 7

4. From the data sources, what reasoned conclusion can you draw about the future impacts of meat production on rainforest biomes in Brazil?

According to Figure 7, Brazil is the biggest consumer of meat and chicken in the world and China is the biggest consumer of pig meat. Meat production in Brazil will continue to increase, as every country has a demand for beef and veal. Brazil has a large rainforest coverage, which they will use to produce meat. A large mass of the rainforest will have to be cut down for cattle to thrive. This will create many jobs and will boost the economy for Brazil. But Brazil will not use the entire rainforest for meat production, as the rainforest is a key biome for Brazil, which the earth needs to decrease the carbon in our atmosphere.

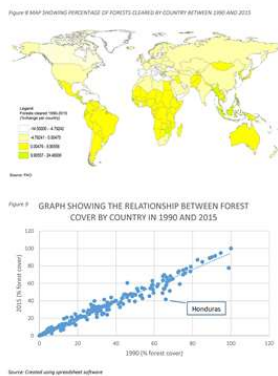
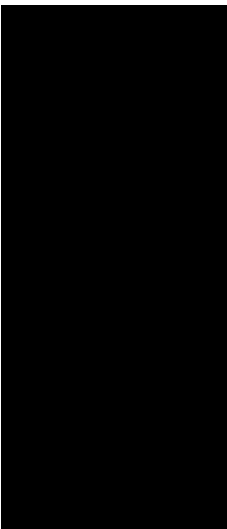


## Annotations

**1 Annotation 1**  
Synthesises some data from sources to reach a conclusion about a future impact

**2 Annotation 2**  
Explains the interconnection between meat production and consumption and the effect on rainforests

**3 Annotation 3**  
Describes simple reasons for future rainforest reduction and its economic impacts



Study Figures 8 and 9

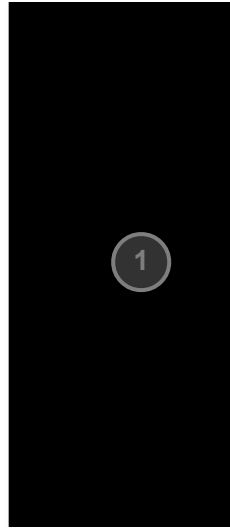
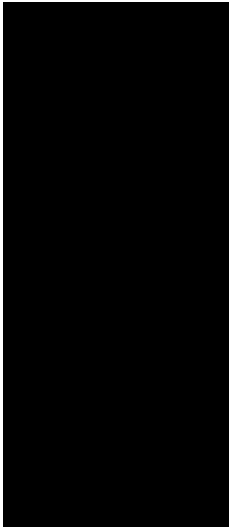
5. Describe the general trend of changes in forest coverage between 1990 and 2015 and suggest reasons why.

The trend shows that during the start 1990 there was still a major coverage of rainforests in the world. As each year went by the rainforest cover started to decrease. In 2015 the numbers of rainforests had dropped significantly making a large change in rainforests in the world.



## Annotations

**1 Annotation 1**  
Describes a geographic trend accurately, citing data from the source



### Annotations

- 1 Annotation 1**  
Identifies the anomaly in a graph
- 2 Annotation 2**  
Proposes a reason for the trend using information from the inquiry

### Presentation

AC Geography 9 WS1 AT A2

Watch later Share

## Research inquiry: Interconnections

### Sample summary

Students were required to select one product that is purchased by their household and investigate how the production and demand for this product creates networks of trade and economic interdependence at and

across different scales. The inquiry took place over four weeks during class time and students were asked to present their findings in a written report. Students were given the following questions to help them with their inquiry:

- Where is the product produced and/or manufactured?
- What is the supply chain for the product?
- What is the spatial distribution of production and consumption?
- How does the product connect places?

Students were asked to design and investigate a further research question based on what they had learned.

## Achievement standard

### Subject

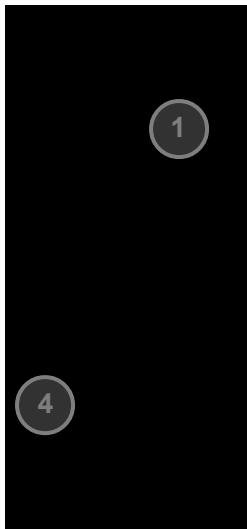
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### Report

#### Annotations overview

In this sample, the student has developed geographical questions to frame an inquiry and presented answers in the form of a report. The student presents findings and explanations using appropriate geographical terminology. The student demonstrates understanding of spatial patterns and networks of trade and appreciates the impact of global economic processes on places at different scales.

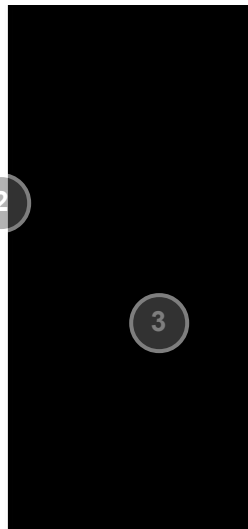


**Year 9 – Interconnections**  
**Inquiry: Exploring Interconnections through the leather footwear trade**  
 This report focuses on the footwear industry and describes one particular company as a case study (referred to as the identified footwear company).

**Where is the footwear produced?**  
 As shown in Figure 1, the majority of the footwear being investigated is produced in the Asia region. The largest production occurs in China, Vietnam and India, but there are also factories in Italy, Bangladesh, Brazil, the Philippines, Taiwan, South Korea and Italy.

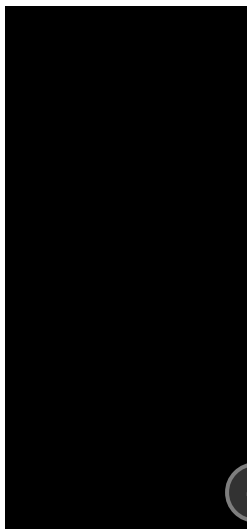


**What is footwear company's supply chain?**  
 The overall brand of footwear has a very simple supply chain. The company designs its products to meet the needs of consumers and outsources the production of these designs to sub-contractors in other countries. The factories that produce the footwear are owned by individuals and companies in other countries. These companies source the raw materials and produce the footwear. Once the footwear is manufactured, they are sent to major distribution centres in Asia, Europe, Australia, South America, and the United States. The footwear is sent to these distribution centres to either purchase directly, to department stores, sporting goods shops, and other retail outlets including footwear branded stores. These distribution centres are run by independent retail companies such as JD Sports in Australia. The retail outlets then sell the shoes to their production customers. Therefore, the American based footwear company outsources all activities in the supply chain with the exception of marketing and design.

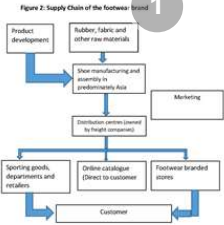


**Annotations**

- 1 **Annotation 1**  
Identifies the footwear producing countries in the world
- 2 **Annotation 2**  
Constructs a thematic map to illustrate the location of footwear producing countries
- 3 **Annotation 3**  
Suggests a reason for the location of footwear manufacturing
- 4 **Annotation 4**  
Identifies all the steps and the people involved in the production, distribution and sale of footwear

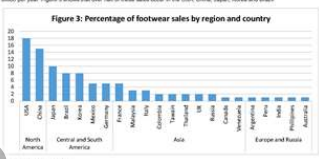


**Figure 2: Supply Chain of the footwear brand**

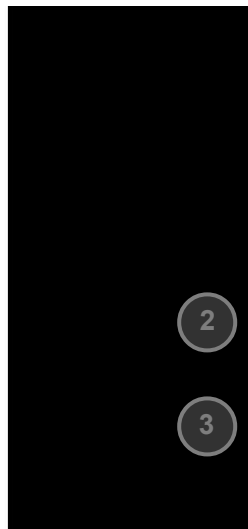


**Where is the footwear brand sold?**  
 Figure 3 shows the percentage of footwear sales by region and country. The company's production has global sales of over \$100 billion per year. Figure 3 shows that over half of these sales occur in the USA, China, Korea, Japan and Brazil.

**Figure 3: Percentage of footwear sales by region and country**

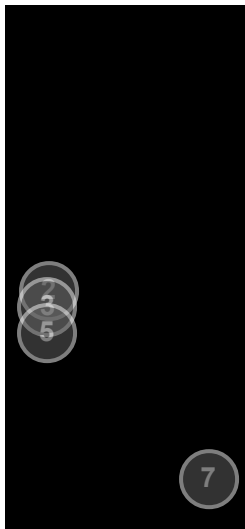


Region/Country	Percentage of Sales
USA	25%
China	20%
Japan	15%
South America	10%
Europe	8%
Other	22%



**Annotations**

- 1 **Annotation 1**  
Draws a supply chain to show all steps in the production and distribution process
- 2 **Annotation 2**  
Synthesises data to identify major consumption countries around the world
- 3 **Annotation 3**  
Sorts data and constructs a column graph to show the top consumers of footwear by country and region
- 4 **Annotation 4**  
Cites source of data



However, the majority of sales occur in the region of Asia, followed by North America and South and Central America (see Figure 4).

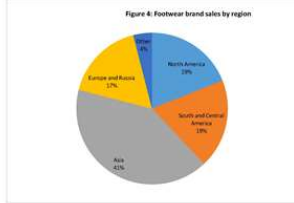


Figure 5 represents the spatial distribution of the company's footwear sales globally. The majority of sales occur in countries of North, Central and South America and of the Asia region. The high demand for footwear brand in the region of America is due to their location (proximity to the place of distribution or manufacture), or manufacture (cheap), or cultural and consumer influences (an interest for a product marketed by the global). The proximity to the place of manufacture may also explain the high demand for the product in the region of Asia. However, to the place of manufacture would have a significant impact on price as less miles are travelled from point of manufacture to point of sale. It is interesting to note that the footwear brand is sold well in the region of Africa. This is probably due to the fact that Africa is a developing region with very low income, both nationally and for individuals.

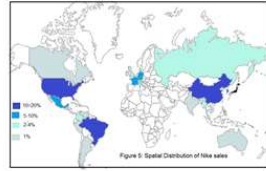
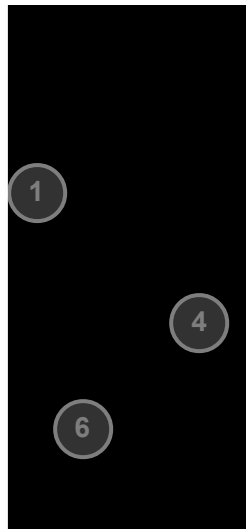


Figure 5: Spatial Distribution of Nike sales



## Annotations

**1 Annotation 1**  
Constructs a pie graph to illustrate the top consumers of footwear by region

**2 Annotation 2**  
Synthesises data to identify patterns of consumption by region

**3 Annotation 3**  
Provides an explanation for the demand for footwear with some reference to location

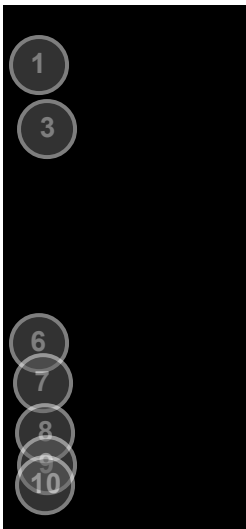
**4 Annotation 4**  
Identifies the relationship between demand and the price of goods

**5 Annotation 5**  
Identifies Africa as an outlier in spatial distributions and provides reasons for this

**6 Annotation 6**  
Represents the spatial distribution of footwear consumption on a thematic map

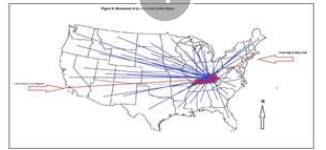
**7 Annotation 7**  
Uses shading and a legend to represent average values





**How are countries interconnected through the trade of footwear?**

The production and sale of footwear involves interconnections between different countries and regions in the world. This label of footwear has been produced in the Asian region for over twenty five years, and there are over 500 000 people employed in the production of this product. The factories that produce the footwear brand are 50% government owned, with the majority of their output consisting solely of the footwear brand in question. However, the company also engages a small team of specialist workers from the largest producing countries: China, Indonesia, Vietnam, and Cambodia. The timing of production and quality of working conditions <https://www.abc.com.au/news/2017-08-24/footwear-trade-connections/4518942>



**What are the effects of these interconnections and what strategies can be used to address issues?**

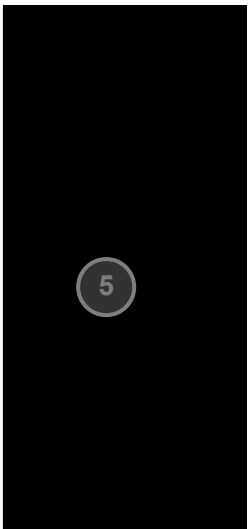
By outsourcing production to other countries and businesses, the footwear industry is creating employment opportunities for workers directly engaged in the production process and supporting businesses to generate income and economic growth. There are also other employment opportunities generated through the model that includes distribution, such as freight services, logistics experts, distribution workers and so on. Through the sale of the footwear product through most regions in the world, other employment opportunities are being created such as retail workers.

However, the springing up of factories in less developed countries around the world has changed these places. Cities have grown and become more populated. Some cities have been overwhelmed by manufacturing. The demand for footwear in the west and the need to produce them economically has had an impact on the places that manufacture them.

A further issue is the impact of transport costs on the environment. The countries and regions around the world continue to connect to each other through the production and consumption of goods, more transport routes are travelled, and more pollution produced.

One of the most serious issues with outsourcing production is exploitation of workers and poor working conditions. The outsourced footwear industry has been widely criticised for violations in relation to factory conditions and human rights issues. The factories are not owned by the footwear companies, but by independent subcontractors. In this context, regulation is difficult with greater possibility of exploitation.

It is likely that the trend of outsourcing will continue as it enables footwear companies to focus on what they do best - design and market. It also significantly reduces manufacturing costs thereby increasing profitability. Therefore, it is necessary to develop strategies to address the issues caused by the production and consumption of footwear. One solution that addresses the environmental issues and issues of economic and human exploitation of introducing retail with both producers and



# Annotations

**1 Annotation 1**  
Identifies the connection between various stakeholders in the production stage of the supply chain

**2 Annotation 2**  
Cites source of information

**3 Annotation 3**  
Makes a generalisation about connections at other scales based on a case study at a national scale

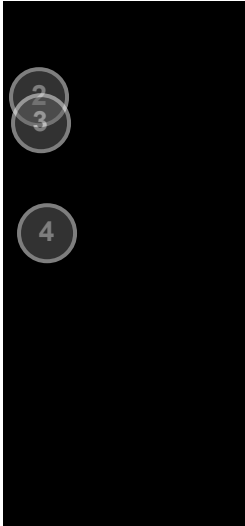
**4 Annotation 4**  
Explains how the production and consumption of footwear connects people nationally and regionally through networks and transportation routes

**5 Annotation 5**  
Annotates a map with lines to show transportation routes in the footwear supply chain and the interconnections between places due to the footwear trade

**6 Annotation 6**  
Uses initial research to frame a geographical question to investigate

**7 Annotation 7**  
Analyses interconnections to identify positive outcomes

**8 Annotation 8**  
Explains how interconnections from the footwear trade change places and environments



consumers. The companies that produce footwear are introducing strategies to address these issues. These include the development and implementation of policies such as:

- Corporate Commitment to Sustainability
- Minimum wages and working conditions to ensure social responsibility
- Ethical practices

Likewise, it is important that consumers are informed about the best purchasing choices they can make in relation to a company's commitment to environmental and social responsibility. When making purchasing decisions, consumers should be guided by the conduct of these companies and their commitment to environmental and social responsibility.

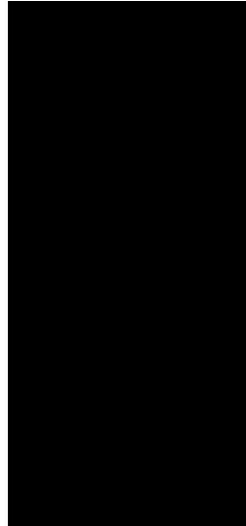
If consumers only buy footwear that is socially and environmentally responsible, the demand for alternative products will increase. In the long term, companies that are not following sustainable manufacturing guidelines will go out of business. The cost to consumers will be higher in the short term, but this is a small cost to pay for sustainable production in the long term.

Conclusion

Most footwear companies outsource production to less developed countries, especially in the Asia region. This reduces the cost of production and increases profitability. The footwear produced in these regions and other regions throughout the world is sold to people and places through the distribution and consumption of goods. Like production, the distribution of footwear is also outsourced to freight companies in each region of the world with the exception of Africa. This enables leading footwear companies to focus on design and marketing.

The footwear industry is now globalised and the connections it makes between people and places have both positive and negative effects. The production and distribution of footwear in less developed countries generates employment and economic growth. However, the growth of footwear and distribution has already changed places and environments. The people who work in the factories are also subject to exploitation and poor working conditions.

Since production and distribution is outsourced in this industry, it is important that the footwear companies establish guidelines or policies to ensure their environmental and social responsibility. Consumers can also play a part by choosing to purchase only those products that were produced responsibly.



**9 Annotation 9**  
Identifies the social issues associated with the production of footwear in less developed countries

**10 Annotation 10**  
Predicts trends in the production of footwear

## Annotations

**1 Annotation 1**  
Suggests viable solutions for manufacturers to address the social, environmental and economic issues associated with the production of footwear

**2 Annotation 2**  
Suggests strategies for consumers to support the sustainable production of footwear

**3 Annotation 3**  
Predicts the short and long term consequences of proposed strategy

**4 Annotation 4**  
Synthesises data and information to draw reasoned conclusions

## Interconnections: Magnetic Island

### Sample summary

Over a two-week period, students completed a staged investigative inquiry into how people connect with Magnetic Island and the impacts of these interconnections.

The scaffolded stages of the inquiry were:

- Identify and list the main questions that need to be answered to complete this inquiry.
- Analyse the main reasons why people go to Magnetic Island and the effects of these

interconnections on the natural environment.

- Create an original map/s, using BOLTSS, to show the location of the main human settlements on the island today and changes over time.
- Describe the spatial distribution of settlements on the island today and suggest reasons for these locations and why there have been changes over time.
- Propose a strategy to improve accessibility to Magnetic Island (e.g. build a bridge or lower ferry prices).
- Predict the possible social, economic and environmental outcomes and consequences of this proposal.

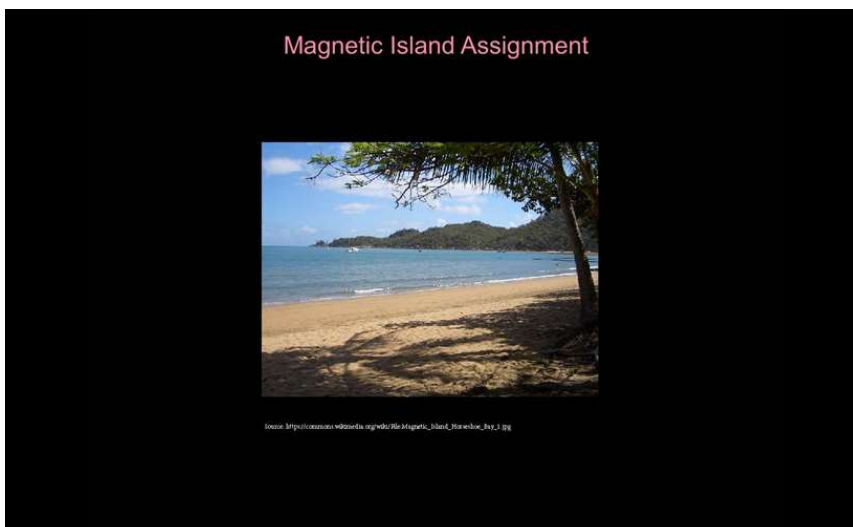
## Achievement standard

### Subject

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

### Report



## List the main questions

- Where is Magnetic Island?
- Why do people go to Magnetic Island?
- Who goes to Magnetic Island?
- What can you do at Magnetic Island?
- Has Magnetic Island made an impact on Townsville?
- How has Magnetic Island changed over time?
- What are the main attractions on Magnetic Island?
- What is the total population of residents on the Island?

## Annotations

- 1 Annotation 1**  
Identifies geographical questions to frame an inquiry

## Main reasons why people go to Magnetic Island

1

Many different people go to Magnetic Island for different reasons. Magnetic Island residents go to magnetic island because they live there. There is no local school on the island which makes all children have to go to Townsville for an education. Magnetic island gets a lot of backpackers. They mostly go over there for tourist attractions. Townsville locals see Magnetic Island as a getaway. A place where you can relax and simply get away. Tourists and visitors to Townsville are told to go to magnetic island for the experience. There is tourist attractions for tourists and visitors. There is also employees that work over on the island, which is why they go over there. But, all of these people on the Island does effect the natural environment. Everyone who wants to go to the island has to use the services provided, which is the ferry. The ferry is the only way to go to and from Magnetic Island. Everything anyone wants, has to go over the sea with the ferry. The ferry uses fossil fuels which in result, will eventually start to kill the ocean. The cost to get products and people over there can also be a problem. The cost of fuel can start to increase which does not help the residents living there and living in Townsville. The Island is also only a certain size, which means it can start to become overused. Litter can also become a problem. It can start to pollute the air and water. The increase of boat traffic has started to destruct living plants. Sea grass, is the dugons most reliable source of food. But it has started to be destroyed. There used to be hundreds of dugons living around us, but now there is only a few. In conclusion, many people do go to Magnetic Island, but there are negative outcome of people going over to Magnetic Island.

## Annotations

- 1 Annotation 1**  
Explains interconnections between people, places and environments

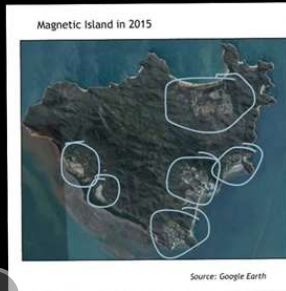
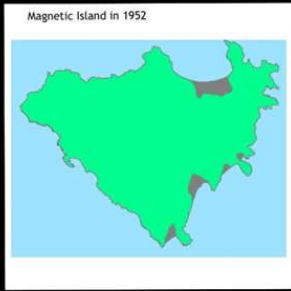
## Map showing main settlements on Magnetic Island



## Annotations

- 1 Annotation 1**  
Represents information to indicate the characteristics of places over time using photographs and a map which conforms to most cartographic conventions

### Spot the difference



1

Over time, Magnetic Island villages have increased majorly.

### Annotations

- 1 **Annotation 1**  
Represents information to indicate the characteristics of places over time

### Spatial Distribution of Magnetic Island

Magnetic island is an island located 8ks away from the city of Townsville. The Island is located north north east of Townsville. The mountains island is 52km<sup>2</sup>. Magnetic island has a population of 2107 (as of 2006) which is spread around the four main villages; Horseshoe Bay, Arcadia Bay, Nelly Bay, and Picnic Bay. Horseshoe Bay is located 19°08'S 146°51'E and the population is 484. Arcadia Bay is located and the population is 257, the smallest of the four. Nelly Bay is located -9.1542°S, 146.8494°E and has a population of 973. Picnic Bay is located 19°10'S 146°50'E and has a population of 359. Magnetic Island is 19.1359° South and 146.8424° East of Townsville. Ever since the first resort in 1890 the island has continued to grow. There is now a lot of resorts, cafés, restaurants, natural wildlife to look at, water sport activities, and more.

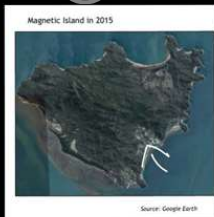
1

### Annotations

- 1 **Annotation 1**  
Describes the location and characteristics of places using geographical terminology

### Strategy to improve accessibility to Magnetic Island

The strategy to improve accessibility to Magnetic Island is a bridge. The bridge would start at the ferry terminal and would make itself across to Nelly Bay, where the ferry arrives.



### Annotations

- 1 **Annotation 1**  
Proposes an action in response to a geographical challenge

### Consequences and Outcomes of this proposal

- Economic (\$) positive and negative.
- Environmental
- Social

### Economic impacts/consequences

1 If Townsville was to build a bridge over the Magnetic Island, there would be positive and negative outcomes for economic. There would be an increase of shops over on the Island, and more jobs would be available for locals and Townsville residents. These are some positive aspects of building a bridge to Magnetic Island. If Townsville was to build a bridge, this means that the ferries would go out of business. No one wants to pay for expensive ferry tickets when you can drive over with limited cost for fuel. Housing prices would go up, as there are more and more people coming onto the island, with the bridge. This is the same with bus prices. Buses would soon be able to go to and fro over the bridge, as well as going around the Island. Accommodation for tourists or backpackers would also go up. Although there is some negative outcomes of building a bridge, it should be very well considered.

### Annotations

- 1 **Annotation 1**  
Predicts the economic outcomes and consequences of the proposed action

### Environmental impacts/consequences

Environmental impacts would include little things like litter, and overuse. As soon as the bridge is opened, people aren't going to flood over the bridge like a tsunami, so everything would not happen very quickly. Litter, although a problem, would possibly not be a very big problem. There is always going to be litter, but even with a new bridge the amount of litter could increase. This is the same with overuse of the island. This is quite unlikely to happen, but it is still a possibility. The bridge could be so useful that everyone is going over there, and soon the island would become crowded and overused. Magnetic Island residents would not be happy about this, as the island would become busier and noisier, and they live there to get away.

### Annotations

- 1 **Annotation 1**  
Predicts the environmental outcomes and consequences of the proposed action

## Social impacts/consequences

Social outcomes of the bridge going to Magnetic Island would increase. You could go over to the Island for a day and meet with a friend that lives on the island. This is good because neither person has to pay for a ferry ticket to and fro. The social aspects will increase as getting over to the island is a lot easier with the bridge and not having to pay for a ferry. Having a bridge is a cheaper and quicker way to get people to Magnetic Island.

### Annotations

- 1 Annotation 1**  
Predicts the social outcomes and consequences of the proposed action

## Bridge or no bridge?

Yes, Townsville City Council, should definitely considered building a bridge. Although there are some negative outcomes of building a bridge, positive outcomes overrule the negative outcomes. A bridge should definitely be considered.

### Annotations

- 1 Annotation 1**  
Presents a simple reasoned conclusion