

2015 VCE Geography examination report

General comments

Students generally performed well on the 2015 Geography examination. Most students completed the examination in the allocated time and most attempted all questions, generally answering in a succinct, well-expressed manner. The general depth of understanding and application of knowledge was impressive.

Areas of strength

- Many students wrote in-depth responses that showed understanding of the topics studied, and used relevant geographic language and conventions.
- Local fieldwork provided background for some very good examples of resource use.
- Many students were able to demonstrate broad knowledge and understanding of case studies, often including excellent statistics and pertinent comments to support their discussion.
- Generally the case studies used were up-to-date and relevant.
- High-scoring responses showed an understanding of the instructional terms 'explain', 'evaluate', 'describe', 'justify' and 'discuss', and generally made effective use of examples and quantitative data to support their contentions.

Areas of weakness

- attention to the key words in the questions and some misunderstanding of instructional terms such as 'explain' and 'evaluate'
- understanding of key terms such as 'sustainability', 'scale' and 'spatial interaction'. 'Spatial interaction' was confused with 'movement' or 'spatial association' by many students. Some students knew the definition of 'sustainability' but could not apply it to the question
- an inability to interpret the information on maps and the photograph
- lack of detailed evidence to support some responses or the use of inappropriate examples and outdated case studies. Many students did not refer to specific evidence of fieldwork, as required in Questions 3c. and 3d.
- difficulty interpreting the table of population statistics
- presenting prepared answers that were not necessarily appropriate to the question asked
- students are reminded that Africa is not a country

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Question 1a.

Marks	0	1	Average
%	17	83	0.9

B. 200–300 millimetres

Question 1b.

Marks	0	1	Average
%	3	97	1

D. dryland agriculture and grazing

Questions 2a. and 2b.

Question 2a.

Marks	0	1	Average
%	24	76	0.8

Question 2b.

Marks	0	1	2	3	Average
%	3	15	37	44	2.2

Most students understood these questions and were able to name a specific location in the Murray-Darling Basin. A popular example was the Barmah-Millewa wetland, but a number of other examples were used effectively (Macquarie Marshes, Liverpool Plains/Namoi River region, the Lower Lakes and Coorong). Some students cited examples that were too large-scale to be considered a 'specific location' (for example, the Riverina).

While most students were able to comment on why their specific location (a wetland/irrigation district/marshes/lakes, etc.) was important, and commented on the availability of water at the location, very few were able to comment more specifically on the water resource itself. Many students wrote that the water resource provided a healthy environment/habitat and a home for important species of flora and fauna, or water for irrigation farming or domestic use, but high-scoring responses elaborated and gave examples, naming specific crops, flora and fauna and communities of people. Many students correctly mentioned the general abundance or scarcity of water at the location due to climatic or geographic conditions, the existence of water storage facilities or restrictions placed on users by governing bodies when they commented on water availability.

The following is an example of a high-scoring response.

The Barmah-Millewa Forest is located along the Murray River which acts as a water resource not only to the ecosystem of the wetlands but also to the irrigators and residents of Deniliquin, including the 4,000 employees of Sunrice, a major supplier for the economy of Deniliquin. Due to the millennium drought occurring between 2000-2004 along with the over-regulation of the river, the availability of water has decreased and the degree and regularity of natural, seasonal flooding has reduced. The water is important for the environment as it support the breeding of native fish and water birds, as well as the regeneration of Australia's largest Red River Gum forest.

Question 2c.

Marks	0	1	2	3	4	Average
%	5	12	30	39	14	2.5

Many students were able to identify conflicting groups within the Murray-Darling Basin, outlining each group's views about water use and/or allocation, but neglected to explain how the conflict developed (i.e. over time) and why the different groups' views were conflicting. Some students seemed to struggle to identify a specific organisation or group and merely suggested that 'environmentalists' or 'farmers' were fighting over water use. For those who cited the Coorong and Lower Lakes locations, there was some lack of understanding of the operation and impact of the barrages, and who the specific users of the water resource were. The conflicting groups were often vague; for example, 'the upstream irrigators' or 'the environmentalist(s)'.

The following is an example of a high-scoring response.

This conflict has existed for many years and is ongoing. It has been alarming to environmentalist groups, such as Landcare Australia, that the Forest has been allowed to deteriorate so much. The Barmah-Millewa Forest is the world's largest forest of River Red Gums, however in 2004, 75% of them were stressed, dying or dead. The Yorta Yorta people, indigenous to the land, are also concerned over the decline of brad-shelled turtles, and important animal totem from their creation stories. These groups have asked for more environmental water to restore the forest, however irrigators do not agree. Deniliquin rice farmers argue that their crops bring significant economic benefit to Australia, with Sunrice drawing \$1.25 billion in revenue in the last financial year. They are calling for an increase of 20% in their water allocations and believe the environmentalists are being greedy and wanting over flooding, which is unnecessary and wastes water.

Question 2d.

Marks	0	1	2	3	4	5	Average
%	5	8	17	23	24	24	3.3

Strategies or policies were usually well understood. Students could usually identify a policy or strategy aimed at water management and included some supporting data, costs, dates/chronology or outcomes for the conflicting parties. High-scoring responses understood the instructional term 'evaluate', and generally made good use of examples and quantitative data to support their contentions, referring to conflict resolution for all stakeholders in their evaluation. Low-scoring responses omitted an evaluative statement of the effectiveness of the policy/strategy or failed to give detailed justification of why it was effective or ineffective. Some presented prepared answers regarding water management, neglecting to modify these answers to address the question asked.

The following is an example of a high-scoring response.

The Living Murray Initiative was instigated in 2007 by the Murray-Darling Basin Authority in order to increase environmental flows into six wetlands along the Murray by 500GL, and to

emulate natural flows. This is done by instigating strategies such as increasing the efficiency of water-linked infrastructure, water license buy-backs and improved water regulation. The Living Murray Initiative has been reducing the conflict in the Barmah. It has recovered 480GL of environmental flows, which is used to flood the Barmah periodically. This suffices the needs of Land Care Australia. Flooding is achieved through the increased environmental flows, and so it technically shouldn't impact on the security of water allocations, satisfying the Rice Growers' Association of Australia. However, periodic flooding does impact the stability of water availability, and so, it does pose some threat to irrigator's water allocation.

Question 2e.

Marks	0	1	2	3	4	5	Average
%	6	8	22	24	23	16	3

Most responses identified and elaborated on two factors that influence the future sustainability of the Murray-Darling Basin's water resources; however, very few showed an understanding of sustainability. High-scoring responses generally discussed two factors that influenced the future sustainability of Murray-Darling Basin water, including environmental factors (possibilities of drought), social factors (future population pressures), economic factors (need to produce more revenue or food) or political factors (impact of government policies). High-scoring responses referred to maintaining the resource for the future, enjoyment for future generations and the ability of the resource to provide livelihood for future generations.

The following are examples of high-scoring responses.

Example 1

The sustainability of the Murray Darling Basin's water resources is dependent on the balance between the inputs of water and the loss of water from the resources. If input is greater than or equal to losses it is sustainable. However, if the input is less than the loss of water, the water resource is not sustainable. Therefore two factors that will significantly impact the future sustainability of the MDB's water resources is precipitation levels, and the extent of irrigation. If rainfall is high, the input of water will likely to be greater than the loss. The resources will likely be sustainable. If there is little rainfall, the input will likely be less than output and will be unsustainable. Irrigation is the greatest consumer of water in the MDB representing 85% of extractions. Therefore an increase in irrigation will likely make the resources unsustainable (due to increased water consumption), while a decrease is likely to increase future sustainability of water resources within the MDB.

Example 2

One factor that will significantly influence the sustainability of the MDB's water resources is the ability to undertake environmental flows amounting to at least 2750GL annually to remove salts and toxins from the river system. If environmental flows are maintained, the local wetlands such as the six iconic Murray River sites will be sustained and the water will have a high enough quality to continue to be used for irrigation i.e. productive food for the nation. Another important factor is the ability of governments and irrigators to use water efficiently through improved infrastructure and irrigation techniques, as leakage due to faulty infrastructure leads to wastage of 800 GL annually. This will ensure that even in the droughts to come, irrigators will still be able to adapt to using less water and still generate enough produce to remain the nation's food bowl.

Question 3

Students needed to identify the local resource for which they collected data in the field. While no marks were awarded for this, some students also provided an indication of the location of the resource.

Question 3a.

Marks	0	1	2	Average
%	48	15	38	0.9

Many students did not state the difference or similarity between one of the data book resources and their chosen local resource from the point of view of scale. Many students provided detailed comparisons based on the nature of the resources, their type and classification. Others simply provided comparisons as to the appearance, characteristics and visual description of the resources, without reference to relative scale, or gave data such as relative size, lineal or areal measurements or the number of people using the resources in a given time period.

The following are examples of high-scoring responses.

Example 1

Ocean Grove Main beach is recognised and used on a regional, state and national scale, with people from all over Australia visiting the OGMB during the summer to experience its great surf. Similar to this figure 2c may be used and recognised on the same scale, as art enthusiasts from all over a country may come to see the gallery.

Example 2

The gallery in a museum (figure 2c) is far smaller than Maranoa Gardens and Beckett Park. The park and Gardens covers 6.2² hectares whereas the gallery is only a small exhibit in a museum.

Question 3b.

Marks	0	1	2	Average
%	22	44	34	1.1

For full marks, a definition of spatial interaction needed to make reference to 'the strength of the relationships between phenomena and places in the environment, and the degree to which they influence or interact with each other over space'. Very few students made reference to the degree of interaction or the influence of one phenomenon on the other. A common error was to discuss spatial association. High-scoring responses clearly understood and defined the concept of spatial interaction, and were then able to give an example of a spatial interaction from one of the photographs. These students understood that spatial interaction requires more than a movement between two phenomena but rather it also requires the strength of the interaction and a consequence or outcome. Low-scoring responses showed minimal understanding of the definition of spatial interaction and/or were not able to fully explain the spatial interaction within one of the photos provided.

The following are examples of high-scoring responses.

Example 1

Spatial interaction is where two objects, places or phenomena interact with one another, often through movement resulting in impacts on either. Such interaction is seen in Figure 2a between the pedestrians on the multi modal transport intersection and nearby buildings. The two interact as pedestrians move constantly between the two resulting in impact such as congestion.

Example 2

Spatial Interaction is the relationship between two locations connected by movement which has a consequence. In figure 2b, a shopping mall, there is a high degree of Spatial Interaction between the shopping stores and the central court where shoppers interact between these locations to shop, eat etc... and therefore a positive outcome.

Example 3

Spatial interaction refers to how one phenomena interacts or effects another phenomena. In figure 2a people working in buildings surround the transport intersection may have a strong spatial interaction with the tram stop as they use the tram to travel to and from work.

Question 3c.

Marks	0	1	2	Average
%	19	48	33	1.2

Students needed to identify how spatial interaction related to their chosen local resource. Once again, many students did not understand the term 'spatial interaction' and talked about spatial association. There was a lack of empirical data collected on the local resource and applied to the student's fieldwork site. There was no need to repeat the definition of spatial interaction given in Question 3b.

The following are examples of high-scoring responses.

Example 1

There is a high spatial interaction between the Harbour Town Tram Stop, passengers and the Harbour Town Precinct in Melbourne Docklands. Data collected in the field in May showed that 18 out of 50 people who entered through harbour Town's main entrance arrived by tram.

Example 2

Spatial interaction occurs between the patrons of the Point Leo Foreshore Reserve (PLFR) and the 176 grassed and vegetated campsites which the Reserve books out via Parks Victoria. The patrons use these campsites to holiday camp with the busiest period where all 176 campsites are booked out in the summer months between Boxing Day and Australia Day. Melbourne Cup Weekend and Easter are also busy with almost 100 per cent occupancy. This level of occupancy puts a strain on the grassed area. Field observation in February 2015 permitted us to see site being regenerated for the next pressure period.

Example 3

At Ocean Grove main Beach there is a strong spatial interaction between people at the beach and the Dunes Café where people buy food and drinks. On March 9 between 12pm and 1pm a total of 89 people purchased food or drink from the café before returning to the beach.

Question 3d.

Marks	0	1	2	3	4	Average
%	3	7	26	38	25	2.8

Question 3d. was answered quite well by most students. Students needed to incorporate data collected and/or observations made on fieldwork: a variety of possibilities from field observations and photography, field sketches, annotated cross-sections, vegetation transects, interview data, quadrat counts, measurements and summaries from resident experts providing field guidance.

Examples of the management of the use of the local resource included: human activity, intervention, further land abuse or Landcare, regeneration, reconstruction, gentrification, farm management strategies and vermin control. High-scoring responses clearly identified an impact caused by human activity. They were then able to discuss the management of this impact and identify the extent to which this management attempt was successful or unsuccessful. High-scoring responses linked the impact and management to collected data and/or observations collected in the field.

The following are examples of high-scoring responses.

Example 1

As revealed by the data collected in the field, human activity has had a negative impact on the Chapel St Resource. As a result of the large numbers of people that visit and make use of the resource, pollution alongside the roads and footpaths was evident. To manage this the City of Stonnington has placed bins alongside footpaths to ensure that people have bins nearby to throw out their rubbish, instead of people resorting to throwing their rubbish on the floor due to lack of nearby bins. This was successfully working on our recent observations whilst collecting data in the field.

Example 2

The scoop the poop policy is a management strategy implemented by Barwon Coast in the attempt to remove dog faeces from the beach and sand dune areas by providing free plastic bags and disposal bins so people can get rid of their dog poo. This came after too many people brought their dogs to the beach but did not collect their faeces.

The student went on to discuss their observations and the strength of evidence for the success of the policy.

Question 4a.

Marks	0	1	2	3	4	Average
%	6	8	25	22	38	2.8

This question was answered with full responses and most students gave accurate statistics of the mentioned population measure. The term 'link', however, caused some confusion. Students were required to identify the trends and their interconnection; however, low-scoring responses described the link between the under-five years mortality rate and crude death rate with little or no regard for the change in life expectancies. Other low-scoring responses described the changes in life expectancy, the changes in the under-five years mortality rate and the changes in the projected crude death rate, but were not able to make a link between them.

High-scoring responses recognised a link between an increasing life expectancy and a decreasing under-five years mortality rate. They also showed a link between the changes in life expectancy increasing and a slight increase in the projected crude death rate, going on to say that as people live longer there will be a slightly higher crude death rate. The highest-scoring responses were able to couple this information with clear use of the statistics from the table.

The following are examples of high-scoring responses.

Example 1

As the life expectancy increases from 55 years in 1985 to 76 years in 2050 the under five years mortality rate is predicted to decrease from 148 deaths per thousand live births in 1985 to only 19 deaths per thousand live births in 2050. As life expectancy is expected to increase by five years from 71 years to 2025 to 76 years in 2050 the crude death rate is expected to increase by

1 death per thousand people from 8 deaths per thousand people to 9 deaths per thousand people in 2050.

Example 2

As global life expectancy increases from 55 years in 1985 to 69 years in 2015 and 76 in 2050, the global under-five years mortality rate (per 1000 births) will decrease from 148 in 1985, 51 in 2015 and 19 in 2050. This means that there is a strong correlation between the global under-five years mortality rates (as it decreases) and the global life expectancy (as it increases). As global life expectancy increases from 71 in 2025, 76 in 2050, the projected crude death rate (per 1000) will also increase from 8 in 2025 to 9 in 2050. This means that there is a correlation between the two, if one increases, so does the other.

Question 4b.

Marks	0	1	2	Average
%	52	26	21	0.7

High-scoring responses showed an understanding that there was a period of time for women to age through their childbearing years and quoted appropriate statistics from the table. (Effectively as there are more people on Earth to have children, even though the crude birth rate falls, the number of births will continue to rise.) Low-scoring responses did not refer to the table of statistics but referred to statistics from a case study or discussed the crude birth rate instead of the number of births.

The following is an example of a high-scoring response.

This is because there was a much larger population in 2015 compared to 1995. Despite having a lower birthrate, (22-19), there was a higher total population (5.7 to 7.26 billion) which means more people are there to have children.

A crude birth rate is measured per 1000 people - a larger population will have a lower birthrate - but larger total births than a smaller population.

Question 4c.

Marks	0	1	2	3	Average
%	20	30	30	20	1.5

The concept of replacement rate was not well understood. Low-scoring responses paraphrased the question and quoted statistics from the table. Most students noted that the crude birth rate remained quite high and/or the fertility rate remained quite high, and stated that this was why the population was projected to continue to grow. The highest-scoring responses noted that the total fertility rate was projected to remain above the replacement rate of 2.1 until 2050. Students were required to understand the terms total fertility rate (TFR) and annual growth rate (AGR), and have an understanding of total world population. Some students did not discuss both issues of total fertility rate and annual growth rate. They needed to express that the replacement rate is 2.1 and its long-term role in the total population. They were expected to express a general understanding of the link between annual growth rate, total fertility rate and total population.

The following are examples of high-scoring responses.

Example 1

Even though the annual growth rate is dropping and is predicted to decline to 0.5% in 2050, this is still some degree of growth and will expand the population by that much each year. The fertility rate is also only expected to reduce to 2.1 per woman in 2050 which is still at or above

the required replacement rate. A reduction is unlikely to occur for some time after these figures as life expectancy at birth continues to increase.

Example 2

The total world population will continue to increase to the projected 9.41 billion in 2050 as the total fertility rate does not fall below the replacement rate of 2.1 and only reaches that level in 2050, thus the population will continue to grow in the future. The annual population growth projects an increase in the growth in 2050 of 0.5%, thus the population will still grow despite annual growth rates decreasing from 0.9% in 2025 as the populations growth is positive and the population is much larger, meaning that 0.5% increase is quite large.

Question 4di.

Marks	0	1	Average
%	32	68	0.7

Students were asked to outline a change to the population structure; for example, ageing. Some students discussed a population change, but did not discuss a change in the population structure. They stated, for example, an increase, but not in relation to the population structure. A specific country was required.

The following is an example of a high-scoring response.

Japan's population structure has transitioned into an ageing population with a median age of 46.1 due to low fertility rates (1.3 in 2015).

Question 4dii.

Marks	0	1	2	Average
%	6	18	76	1.7

Most students were able to give two clear factors that contributed to the change outlined in part di. A common error was to elaborate on the answer rather than include the information in the next part of the question.

Low-scoring responses suggested that in Japan/Italy/Germany, the birth rate had fallen, so therefore the population was ageing. Others demonstrated a poor understanding of their case studies. A minority of students incorrectly reported that China's population had fallen.

The following is an example of a high-scoring response.

Economic factors such as the high cost of rearing a child in Japan and lack of childcare facilities have decreased birth rates.

Question 4diii.

Marks	0	1	2	3	Average
%	24	22	27	27	1.6

Many students did not understand the term 'relative importance'. Relative importance implies ranking with elaboration. Students needed to explain which of the two factors listed in Question 4dii. was the main cause/reason for the population structure change they stated in Question 4di. They needed to state which was more significant/influential in the change and why.

The following are examples of high-scoring responses.

Example 1

The economic factors are much more relevant. This can be seen in the Japanese Government's attempts to halt this trend with policies such as the Angel plan (1994) and the Fukari Hunting Marriage Café(2013) which both gave financial support. The Angel Plan gave free child care and other assistance and the Fukari Hunting Marriage Café gave up to 20 000 yen to new married couples to support and help build families. The culture allows for people to live with their families longer, but people still get out and the expense involved with creating a family together is what stops them which is why the economic factors are much more important than the cultural factors.

Example 2

While both factors hold high importance - as the fertility rate is directly responsible for the high number of births, it is the socio-economic factors that are of higher importance as they directly affect the TFR. Due to over 60% of Nigeria's population living in rural areas, children provide a cheap/free source of labour and furthermore in Nigerian culture it is seen as a sign of standing/status if a man has a lot of children. These factors are directly linked to the TFR and by adding these factors it can severely influence the total fertility rate outlining the higher relative importance of socio-economic factors.

Question 5a.

Marks	0	1	2	Average
%	12	28	60	1.5

Most students identified Figure 4a as the better example of a global phenomenon because of the more widespread distribution and the fact that it affected more regions of the world. This is in comparison to Figure 4b, which was concentrated on the Arctic regions. The highest-scoring responses contrasted the two maps. Low-scoring responses did not compare the two maps or commented on aspects such as choice of colours or shading.

The following is an example of a high-scoring response.

Figure 4a, global shipping lanes, is a better example of a global phenomenon because it affects every continent. Each continent is heavily affected by global shipping while only 20% of North America and Eastern Europe are affected by the distribution of the Arctic fox.

Question 5b.

Marks	0	1	2	3	Average
%	4	13	39	44	2.3

Common phenomena mapped this year included malaria, sea level rise, HIV/AIDS, desertification, deforestation, tourism, refugees, carbon dioxide producers and fishing. Maps gaining full marks were accurate and clear, and contained an appropriate title and key. Inaccurate mapping confused the terms 'deserts' and 'desertification', and maps of three fish species were entitled 'global fishing'. Some maps were inaccurate; for example, desertification over the whole of Australia or malaria omitted from Indonesia, Papua New Guinea and Central America; and distribution of malaria stopping exactly at the tropics. In some maps large sections of the distribution of the phenomenon were absent.

Question 5c.

Marks	0	1	2	3	Average
%	5	17	40	38	2.1

High-scoring responses typically included an overall pattern, accurately identified regions and specific places, used statistics and included exceptions to the pattern. Low-scoring responses usually did not include a pattern and/or exceptions. Some students included reasons for the distribution, but this was not required. Many students had maps showing data that was out-of-date.

The following are examples of high-scoring responses.

Example 1

Malaria is distributed, for the most part, within the tropics of Cancer and Capricorn and the majority of the region in the tropics are affected by it. For example, the whole of sub-Saharan Africa is affected by malaria and the vast majority of Sub-Saharan Africa's landmass lies within the tropics. Countries in Africa affected by malaria include Kenya and Sudan (as well as South Sudan). Additionally, many of the Pacific islands that lie within the tropics such as the Philippines are affected by malaria as well as the majority of South-East Asia and the North of South America. Exceptions to this pattern of distribution include Australia, a significant proportion of which lies within the tropics yet it remains unaffected by Malaria.

Example 2

The distribution of desertification is uneven with clusters occurring in the band 20° to 40° north and south of the Equator. These clusters occur in South America, Australia and north and south of Sub-Saharan Africa and central Asia. These regions are associated with hot, dry descending air and cold air above cold ocean currents. 80% of all desertification follows this pattern including the desertification spatially associated with 4 of the largest deserts - the Sahara, Kalahari, Gobi, Simpson deserts. An exception to this pattern is the desertification found in north-east Brazil in South America. This desertification is located on the eastern side of a large landmass and is approximately 10° south of the Equator. This is a region not normally associated with desertification.

Question 5d.

Marks	0	1	2	3	4	Average
%	6	10	32	18	33	2.6

High-scoring responses accurately categorised the impacts discussed as local or regional/national scales and clearly stated the nature of the impact as positive or negative on people or the environment. They used appropriate illustrative examples of a specific place. Low-scoring responses commented on one scale only or incorrectly attributed a national scale to a local one (or vice versa), or included general comments such as 'people with malaria get sick' rather than including an actual example. Another common error was to repeat the information for both scales rather than providing different evidence.

The following are examples of high-scoring responses.

Local scale: Overfishing of snapper and rock lobster in New Zealand's Goat Island has caused their numbers to decrease. This caused a rapid increase in kina, which the snapper and rock lobster typically ate. This damaged the marine ecosystem as the amount of seaweed and kelp decreased significantly due to the kina eating them, negatively impacting the environment.

Regional: Bluefin tuna typically migrate from the Atlantic Ocean to the Mediterranean Sea in the spring and summer to breed. However, they were targeted by fishing fleets and overfished to the point of extinction also negatively impacting the environment.

Question 5e.

Marks	0	1	2	3	Average
%	6	12	32	51	2.3

The majority of students were able to name a policy designed to manage the impact of their global phenomenon. However, a number of students did not link this policy to the management of the impact of this phenomenon at a specific location and therefore could not justify the need for this policy. High-scoring responses included the name of a policy at a specific location and linked this clearly to the management of the impact of the phenomenon, therefore justifying how the policy would manage the impact. In addition, high-scoring responses included some elaboration such as specific data. Many students evaluated the policy even though this was not required.

The following are examples of high-scoring responses.

Example 1

The Northern Aral Sea Project is a policy designed to combat the adverse impacts of desertification for countries adjacent and reliant on the Aral Seas resources. It has established the KOK Arel Dam with aid of the World Bank and Kasack government, to retain and restore water in the Aral Sea. It also restored native fish species with the help of Danish NGO. This has seen improvement in the region as water levels have risen by six meters in two years and fish stocks have increased, the surrounding countries, Kazakhstan, Kyrgsysastan and Tajikistan rely heavily on the Aral Sea for economic gain as fishing and canning industries rely heavily on the resources provided by the Aral Sea for economic gain.

Example 2

The Solomon Islands, through the UN's Roll back Malaria, with funding from the Australian Government and the Pacific region secretariat received preventative equipment such as treated nets and residual sprays to reduce the number of malarial incidence. Currently pregnant women in urban areas sleep under these nets as well as 70% of children. This has caused the reduction of malaria prevalence from 199 in 1000 in 2003 to 49.1 in 1000 in 2012. This dramatic reduction over a short period of time proves that the Roll back Malaria scheme is successful in reducing malaria prevalence.