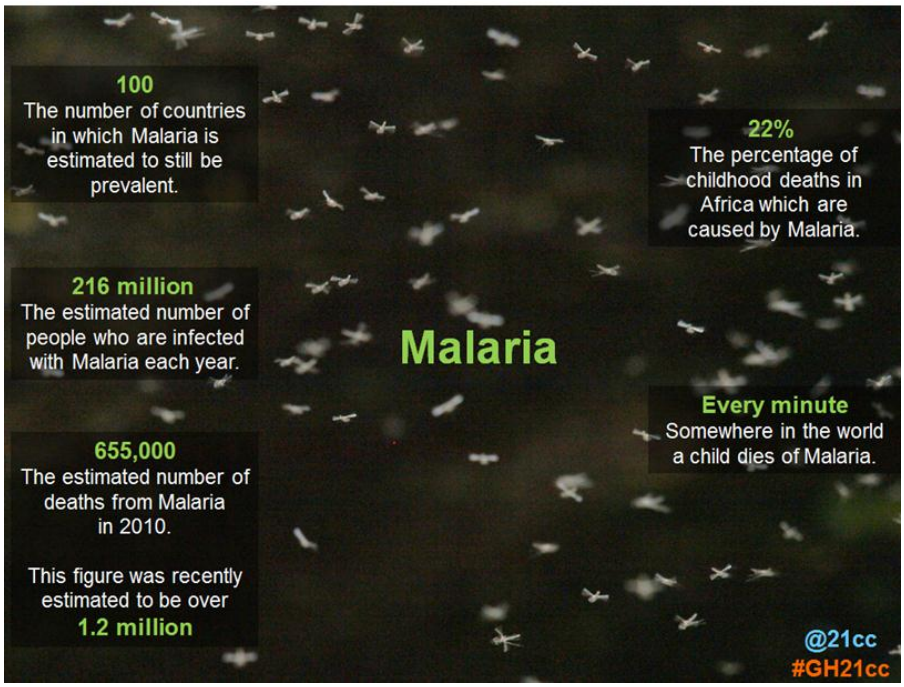
21st Century Challenges- Global health Lesson 1 Resource Sheet
Starter – Key terms

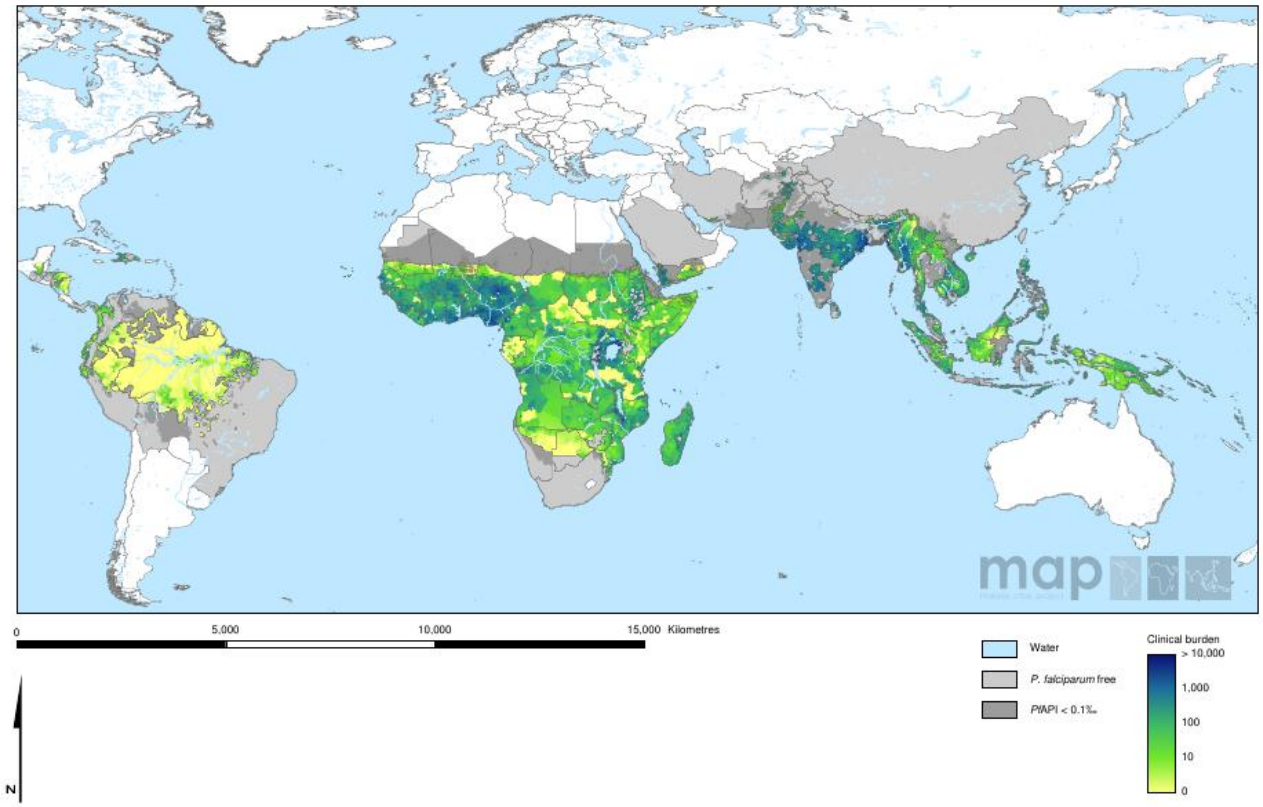
Health	
Morbidity	
Mortality	
Infant mortality	
Case-mortality rate	
Crude death rate	
Prevalence	
Incidence	
Infectious	
Non-communicative	
Endemic	
Pandemic	

Health	The overall condition of an individual at a given time in regard to soundness of body or mind and freedom from disease or abnormality.
Morbidity	The state of being ill or diseased, or the occurrence of a disease or condition that damages health and quality of life. It can also be used to mean the relative incidence of a particular disease in a society.
Mortality	Death. The term is often accompanied by the cause of death (a specific disease or condition or injury).
Infant mortality	The number of deaths of children under the age of 1 year expressed per 1000 live births per year. It is useful as a barometer of social and environmental conditions and is sensitive to changes in either.
Case-mortality rate	The number of people dying from a disease divided by the number of those diagnosed as having the disease.
Crude death rate	The number of deaths per 1000 people in 1 year.
Prevalence	The number of cases of a disease per 10 000 of the population.
Incidence	The number of cases of a disease that are confirmed annually.
Infectious	A disease liable to be transmitted to people, organisms through the environment.
Non-communicative	A disease which is non-infectious.
Endemic	A disease that is prevalent to a peculiar or particular locality or region.
Pandemic	A disease that is prevalent over a whole country or the world.

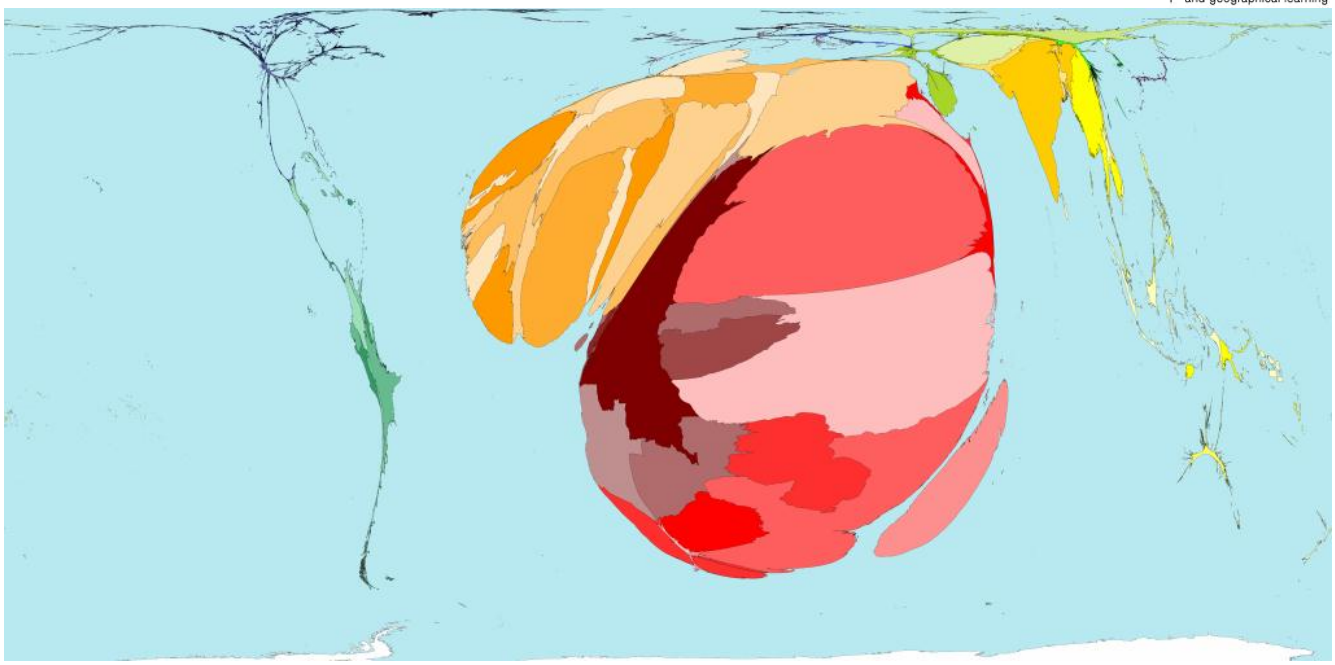
Lesson 1 – Main activity – The global distribution of malaria



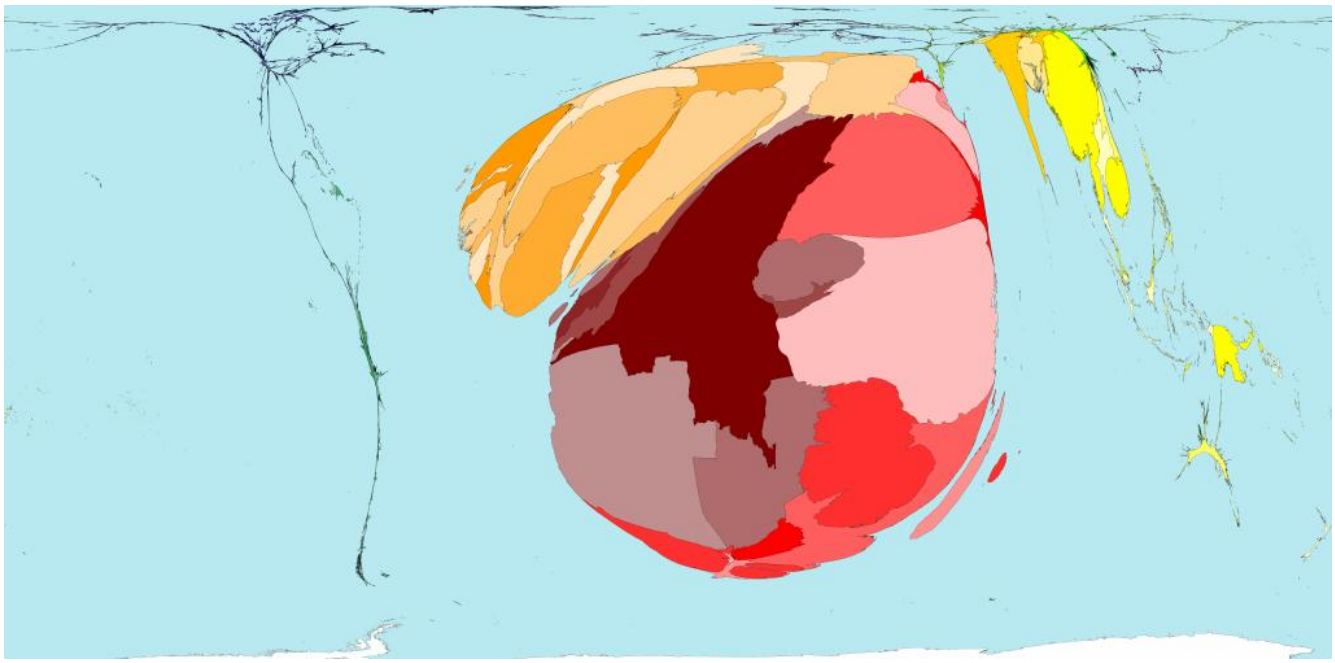
Activity 1: Key facts slide



Activity 1: A map to show the clinical burden of malaria in 2007 (Source: Malaria Atlas Project University of Oxford http://www.map.ox.ac.uk/browse-resources/clinical-burden/Pf_burden/world/)



Activity 2: A map to show the number of malaria cases in 2006 (Source: Worldmapper)



Activity 2: A map to show the number of deaths caused by malaria in 2003 (Source: Worldmapper)

Lesson 1 Plenary – Practice examination style questions
Source: AQA GCE Geography June 2009

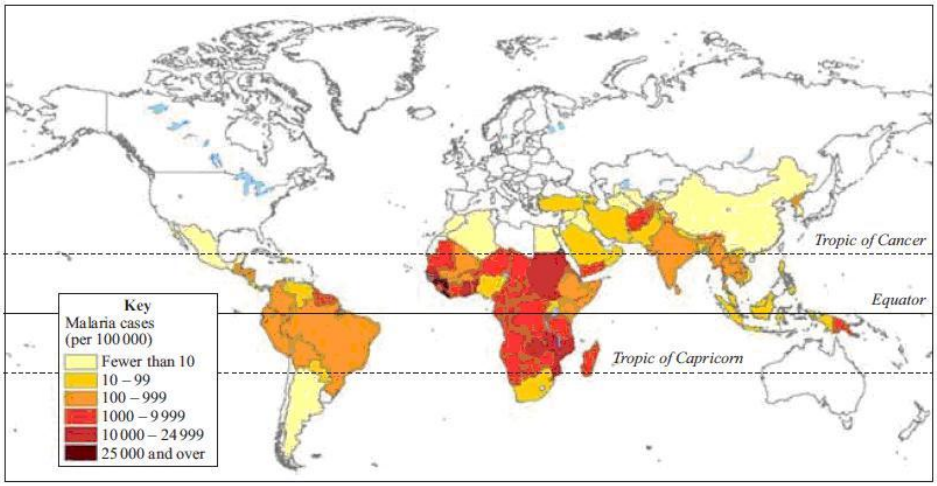


Figure 10a The distribution of malaria cases by country in 2005

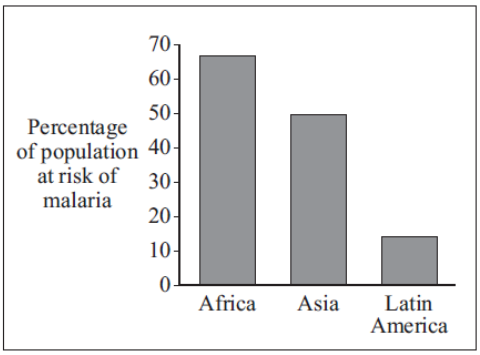


Figure 10b The percentage of population at risk of malaria deaths from malaria

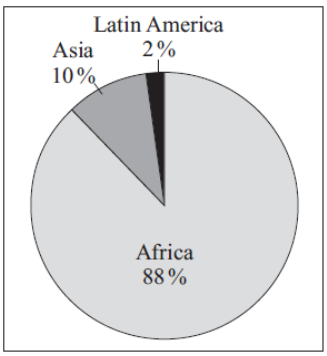


Figure 10c The percentage of global

8 (a) (i) Describe the pattern shown in **Figure 10a**.
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(4 marks)

8 (a) (ii) Study **Figures 10b** and **10c**. Explain why the percentage of population at risk of and the percentage dying from infectious diseases, such as malaria, varies.
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(5 marks)

Mark scheme to practice examination questions

8 (a)(i) Cases are confined to the less economically developed world (1). Within this area, cases are much higher in Africa with much of the continent having over 1000 cases (1) and there are certain areas of high incidence e.g. cluster in eastern area and very high incidence e.g. west Africa (1). The tropical areas are worst affected and this is true for Asia and Latin America (1). The number of cases in Asia and Latin America are much lower – usually between 100 to 1000 in tropical areas (1). There are some exceptions – such as the cluster on the northern coast of South America and Afghanistan in Asia (1). The peripheral areas of the continents have the lowest number of cases – and this is true for Africa also (1). Any valid statement relating to pattern. (***4 marks)***

8 (a)(ii) Reasons likely to be referred to are: level of funding available for health care – thus, Africa fares worst; access to qualified staff for diagnosis; access to medicines; ability to control spread – insect here, but similar idea for different disease; education levels; availability/adoption of simple precautions e.g. bed nets for malaria, condoms for HIV/Aids. **Level 1 (1-3 marks)**
Describes the information in Figure 10b.
Begins to use this to identify the causes of the differences.
Reasons are simply stated.
Level 2 (4-5 marks)
Information in Figure 10b is used to provide the stimulus for reasons.
Reasons are clearly explained and answers are sequential and purposeful.