

# Health in Kenya

*GEO4B Geographical Investigation  
June 2015 Pre-Release Resource Pack*

Student Booklet



POD 5770 Part 2 of 2

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# What is GEO4B – Geographical Issue Exam

Your teacher may not have spent much time explaining what your final exam is about. It is easier to discuss this once you have the Advance Information Booklet. This booklet is available from the exam board.

The aim of this exam paper is to assess your ability to respond to a geographical issue by drawing on the knowledge and understanding that you have developed in your AS and A2 course. Therefore, you are likely to find materials linked to both AS and A2.

This exam lasts 1 hour 30 minutes and is based on a set of resources that will be made available in advance by the exam board.

## What are you expected to do with the resources?

Depending on the resources provided, you are likely to be asked to do the following activities:

- Present some data
- Analyse the data provided
- Relate the data to your A Level studies
- Make reference to fieldwork – you may need to identify and plan a fieldwork project, and suggest how data should be collected
- Evaluate the main issues involved and consider different views
- Undertake some decision making; for example, suggest a management plan and evaluate the options you have been provided with
- Identify potential conflicts and consider ways of resolving them
- Justify your ideas and recommendations
- Identify the limitations of the data
- Undertake further research

## Working with the resources

You need to spend at least 10 hours on the resources in order to be able to answer the questions in the exam. Working through the activities your teacher gives you will help you to understand the resources and develop a clear understanding of them. The Advance Information Booklet provides some recommended websites; make a list of these and visit these as part of your research into terminology you are unfamiliar with.

This exam will have been prepared a couple of years in advance. The geographical issues change slightly each year and so by visiting the websites suggested you will be able to keep up to date information. This proactive approach will be rewarded in the exam.

## The Exam

Your teacher may give you a mock paper to have a go at. It is best not to rely on the questions that will come up in the final exam. **Students who prepare for the exam by looking at the questions miss the actual focus of the question in the real exam and so underperform.** It is just to give you an idea of the kinds of activity you might have to do in the exam. The resources provided will be used in the exam.

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To do well in this exam you need a **detailed understanding** of the resources and an ability to **draw different resources together** effectively. An ability to link **theories** and ideas into answers and the use of **cross-referencing** is also important.

Although the exam paper contains a series of questions, they are all linked. It is important to link ideas between questions when possible, and give a full answer to the longer questions.

### How to succeed

- Read and reread the booklet to become completely familiar with it. You should know **what** is there and **where** it is. This will allow you to use different parts of the booklet when answering questions, highlighting which item number it says it is on and which copy of the booklet it is on.
- Look up the meaning of any unfamiliar words and phrases.
- Use an atlas, YouTube or any other visual form to ensure a wide understanding of a geographical area under consideration.
- You aren't meant to visit the location, but you should be able to describe it – there – try searching on YouTube.
- Make sure you understand the different concepts, theories and models in the AIB.
- Try to think about ways of **manipulating data** – has anything changed?
- Check out the recommended websites and evaluate the usefulness of the information.
- Think about where the information comes from – is it reliable? Different people have different standpoints – this is 'thinking like a geographer'.
- Make sure you use correct geographical **terminology**.
- Think about **scale** – long term / short term, or physical variations.
- Try to structure your extended answers with **SPEED** (social, physical, environmental and demographic data needs including).
- Most importantly, discuss your ideas with others until you have your own viewpoint, then stick to it. This paper is not about right or wrong opinions and utilising data to back up ideas and arguments.
- Above all, **don't play safe**; be insightful and ambitious. Show your own picture and defend your point of view with confidence.

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## What's in the Advance Information Booklet

The focus of the Advance Information Booklet (AIB) is health issues and the Millennium Development Goals (MDGs).

<b>Pages 3–6</b>	<i>Item 1 – Riders for Health and their work in Kenya</i> Overview of the health situation in Kenya and an explanation of the Riders' work and their history.
<b>Page 5</b>	<i>Figure P1</i> A map showing the areas that the Riders operate in.
<b>Page 6</b>	<i>Figures P2 and P3</i> A photograph of the Riders. A graph showing the impact of the Riders by being able to reach those in need.
<b>Pages 7–11</b>	<i>Item 2 – A series of maps of Kenya</i> These maps are sourced from a website which is highlighted in the booklet.
<b>Pages 7</b>	<i>Figure P4</i> A map showing the relief of Kenya and main mountain ranges.
<b>Page 8</b>	<i>Figure P5</i> A choropleth map showing average annual precipitation in Kenya.
<b>Page 9</b>	<i>Figure P6</i> A map showing the location of Kenya's cropland.
<b>Page 10</b>	<i>Figure P7</i> A choropleth map showing population density per square kilometre.
<b>Page 11</b>	<i>Figure P8</i> A choropleth map showing poverty density of people living in poverty per square kilometre.
<b>Pages 12–13</b>	<i>Item 3 – Issues for the Kenyan Health Service</i> An overview of the general logistics of running a health service in Kenya with a mainly rural population. Problems faced regarding health care are focused upon.
<b>Pages 14–15</b>	<i>Item 4 – Kenya and the Millennium Development Goals</i> A list of MDGs and a summary of a report into the progress of Kenya towards them.
<b>Page 16</b>	<i>Item 5 – Further research</i> Four websites are provided to allow fuller understanding of how Kenya is responding. There is also a link to the Riders' website and maps used in <i>Item 2</i> .

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# Gaining an Overview of the Advance Information Booklet

The most important thing to remember when preparing for this exam is that the material released to you is pre-release material. It should be new and different to what you have studied. Examiners want to see how you can respond to unusual circumstances and apply your understanding of enough Geography to be able to transfer skills and knowledge to new situations.

Don't worry if there are concepts discussed in the Advance Information Booklet that you haven't covered as part of your course. This booklet covers a small range of topics, with the main focus being Development and Globalisation (A2). For background knowledge of Weather and Climate, Associated Hazards (A2), Human and Physical Ecosystems: Change and Challenge (A2) and Population Issues (AS) it is assumed you will work through the content included in this pack you will develop your knowledge and skills. You can apply it to this area of study. Your teacher will be able to help you if you have not studied these areas.

## TASKS

### Task 1

Carefully read through your Advance Information Booklet. Hopefully you will find it interesting. Photocopy so that you can write on it. You CANNOT take a marked copy of the booklet into the hall.

On the front page create a colour key:

- Social
- Political
- Economic
- Environmental
- Demographic

You need to use SPEED in the exam to make sure your answers are synoptic.

As you read through the information, highlight/underline information that falls into the categories in the appropriate colour. This will help you to consider where you need to do more research to extend your understanding of the issue and enable you to develop a synoptic answer.

As you read through the booklet, asterisk (\*) any key terms or concepts that you don't fully understand.

### Task 2

Go back through the booklet and undertake some preliminary research into the issues you have identified that you don't fully understand (those you put an \* next to). You will be more involved in any discussions on the materials that will happen in class.

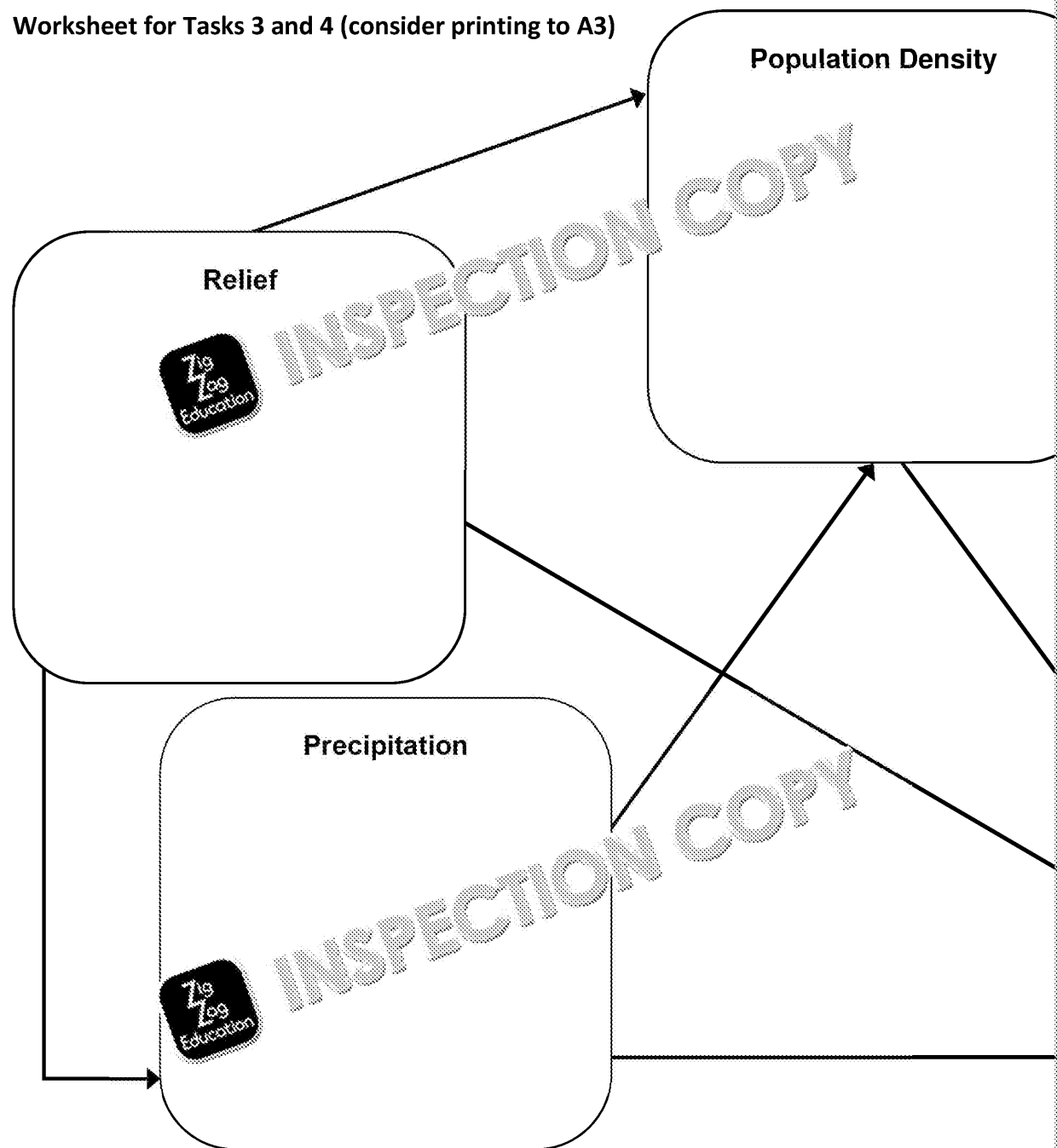
### Task 3

Try to make observations and comments relating to **patterns** of Kenya's geography (P8). These should be recorded in the **boxes** on the diagram on the next page. Record **compass directions, place names and national parks** in your observations.

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#### Task 4

Along the lines on the diagram you completed on the previous page, make sets of data.

#### Task 5

Page 16 in the Advance Information Booklet recommends a series of websites.

Visit the **first website**. You are provided with the eight MDGs. If you click on the link, you get an overview of how Kenya is doing in relation to these goals. For each MDG, note down how Kenya is doing towards the goal.

#### Task 6

Visit the Riders website (last web link on page 16). If you click on 'what we do', you can watch a short video. Although this is based in Zambia, it is a good example of what can be done.



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
## Getting to Know the Advance Information Booklet

By now, you should have a general understanding of the resources in your Student Booklet. It is now time to delve deeper and extend the level of your knowledge. You will need to work through the following activities which will help you gain a more in-depth understanding of the resources and give you guidance in undertaking further research. You will be asked to complete some tasks for some tasks.

The activities will work through the booklet in order. Try to include as much detail as possible in your answers. Talk ideas through with your classmates and think about their potential. You will develop an aspect of synopticity which is needed for the exam.

However, it is important that you develop your own ideas and back them up with evidence. What you need to put forward in the exam. The exam may ask you to undertake tasks which require skills and some of the activities will ask you to practise these.

Note that the number of lines provided for answers in this section are a guide only. You may need more paper to extend your answers. Also, the following symbols will be used to indicate where you can find information to complete tasks.

If the answer can be found in the AIB = , or if further research is required = , or if you need to use your own knowledge = 




A webpage containing all the links listed in this resource is conveniently available on Zig Zag Education's website at [zzed.uk/5770](http://zzed.uk/5770). You may find this helpful for reference rather than typing in each URL.




### Item 1 activities

#### AIB Pages 3–4

1. What do we mean by 'non-governmental organisation'? 


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2. Define 'life expectancy at birth' 

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3. Give a brief overview of the main objectives of the World Health Organisation 

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4. Define 'infrastructure'. 🌐

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5. Research how easy it is to prevent and treat diarrhoea and malaria

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6. Explain why it is so difficult for people living in rural areas to access and transport their goods.

**Educenter**

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7. Go on the CIA World Factbook and find out their definition for 'infant mortality rate'.  
[https://www.cia.gov/library/publications/the-world-factbook/docs/infant\\_mortality\\_rate.html](https://www.cia.gov/library/publications/the-world-factbook/docs/infant_mortality_rate.html)  
 ey=2091&alphaletter=l&term=Infant%20mortality%20rate 🌐

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8. Compare the data on infant mortality rate to the child mortality rate in the 'country profile' box.  

[illegible]

9. Using the CIA World Factbook, find out the health expenditure of Kenya (https://www.cia.gov/library/publications/the-world-factbook/docs/percent\_gdp\_spending\_health.html) (‘percent\_gdp\_spending\_health’ tab and scroll down). 🌐

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10. Click on the 'rank in the world' hyperlink and find out the maximum to put this figure into context. 🌐

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11. Briefly explain why Riders for Health was started. 📄💬

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12. Why is transport the key to development? 📄💬

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13. Briefly describe the nature of the Riders project (consider funding and potential issues should funding fail). 📄💬

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**AIB Pages 5–6**

14. What is meant by the term ‘grassroots initiative’? 🌐

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15. Explain why working with community-based organisations is so beneficial.

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16. Define the term ‘sanitation’. 🌐

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17. Identify the scale of the HIV/AIDS problem in Kenya. 🌐 Try: <http://kenya.htm> and [http://www.who.int/hiv/HIVCP\\_KEN.pdf](http://www.who.int/hiv/HIVCP_KEN.pdf)

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18. Comment on the links between Figure P1 (where Riders for Health (population density) and Figure P2 (density of poverty). 📄💬

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19. Identify the advantages of the skills taught at the International Academic Management in Kisumu. 📄💬

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20. 'After reaching so many people, stigmatisation has gone down. More have gone normal.' Outline the social implications of this statement.

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21. What is meant by the term 'opportunistic infections'? 🌐

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## Item 2 activities



### AIB Pages 7–11

22. Use a compass to draw circles at 50 km intervals around Nairobi and population density map (Figure P7). 
23. How does this help you see the impact that the Riders have had on the size of the area they are covering? (Link to Figure P1 and put it at a distance.) 

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24. Using a computer and the internet  
( <http://www.atozmapsdata.com/zoomify.asp?name=Country/M>)  
map showing the average temperatures across Kenya. 
25. Complete the table below for all five maps in the booklet and the temperature:

	Nairobi	Kisumu	Eldoret	Marsabit
Relief				
Precipitation (mm)				
Cropland				
Population density/km <sup>2</sup>				
Poverty density/km <sup>2</sup>				
Temperature				



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26. Make some links between temperature relief, rainfall and population (P7). 

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27. Using the maps and your preliminary mind-mapping task, discuss the population density in Kenya. 

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28. Having studied the maps, suggest reasons why some areas face such

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### Item 3 activities

#### AIB Pages 12–13

29. How many organisations are involved in the provision of drugs and Kenya? 📄💬

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30. What issues does this create for outlying health centres? 📄💬

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31. In what ways is a 'brain drain' increasing the problems in Kenya's health services? 📄💬

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32. One of the problems facing health services in Kenya is the number of health workers and their uneven distribution around the country. Can you research a problem? (Consider training, retention of staff, working conditions) Complete the table below. 🌐

Try <http://www.equinetafrica.org/bibl/docs/DIS62HRndetei.pdf>

Training	
Working conditions	

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33. Complete the table below to show the possible advantages and disadvantages of the 'expat programme'. 📄💬

Advantages	Disadvantages

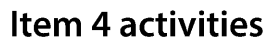
34. For Kenya to work towards the MDGs, particularly 4, 5, 6, which do you think are the most important? Logistics or staffing? Use your knowledge of the NGO Ride for Education research. 📄💬🌐

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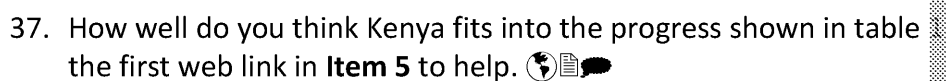







35. Have the MDGs been successful in helping Kenya to improve its health?

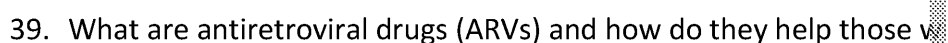
35. Have the MDGs been successful in helping Kenya to improve its health?

Make notes on how much is still to be done in sub-Saharan African targets. 🌍



37. How well do you think Kenya fits into the progress shown in table the first web link in **Item 5** to help.  

38. How does the work of the Riders fit with the recommendations made in the heading 'Strengthening Service Delivery Systems'? 



39. What are antiretroviral drugs (ARVs) and how do they help those w

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40. How effective do you think the suggestions made to help the country

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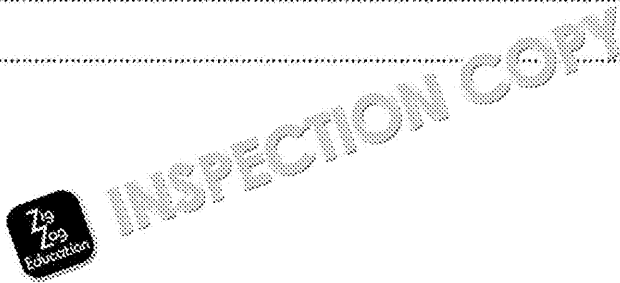
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## Item 5 activities

AIB Page 16

41. Go on the second web link and watch the 'Kenya Atlas' video. Complete the table below.

Rural environmental issues in Kenya	Urban environmental issues in Kenya

42. Using your video notes, explain how poverty can have an adverse effect on the environment.



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43. Do you believe Kenyans are responsible for the problems they are creating in their environment? Explain your answer.

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44. On the **second web link** open '**Chapter two**'. Make some notes, in **table 4** to help show the progress Kenya is making towards achieving the MDGs.

MDG and indicator	Target	Progress
1) Undernourished population percentage		
2) Percentage of pupils starting grade 1 who reach last grade of primary		
3) Gender Parity Index in secondary level enrolment		
4) Under-five mortality rate, per 1,000 live births		
5) Maternal mortality rate, per 100,000 live births		
6) Percentage of people living with HIV		
7) Percentage of population using an improved drinking water source		
8) Population with access to affordable drugs		

45. Using your table above, describe some of the progress made towards achieving the MDGs.

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46. The third web link is incredibly detailed and quite difficult to navigate. Use the link: **<http://www.wri.org/publication/natures-benefits-kenya>** and use it to add additional information to the maps showing Kenya's progress towards achieving the MDGs.

Make sure you include the following on your maps:

- Major ecosystems added to your water map (ecosystem download slide 8)
- % of households with access to quality housing added to your poverty map (poverty map download slide 9)
- Distribution of water added to your precipitation map (precipitation map download slide 10)
- Where households depend on the ecosystem for water rather than on the poverty map (water maps download slide 9)
- Information on crops produced added to your crop map (food security map download slide 11)

47. Open the fourth web link. How easy is it to navigate the Riders web page?

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48. Is it easy to contribute to the Riders' cause? Does it give you information on how donations can help achieve? 

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49. Does the website give you a clear understanding of what the organisation does?

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50. Click on 'where we work' then click on 'Kenya'. At the bottom of the document, click on the impact of the programme. Open the 2012 one. What are the big benefits of having the Riders working with Community Health Promoters?

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51. In the ‘impacts’ section of the Riders’ website (<http://www.riders.org>) there are a number of PDFs on a number of aspects of health. The Riders programme helps support the MDGs. Open this and then make notes to show how they are helping to achieve the MDGs.

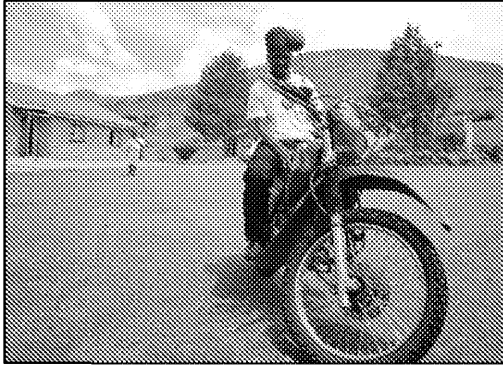
MDG	How the Riders programme helps
1) Eradicate extreme poverty and hunger	
2) Achieve universal primary education	
3) Promote gender equality and empower women	
4) Reduce child mortality	
5) Improve maternal health	
6) Combat HIV/AIDS, malaria and other diseases	
7) Ensure environmental sustainability	
8) Develop a global partnership for development	

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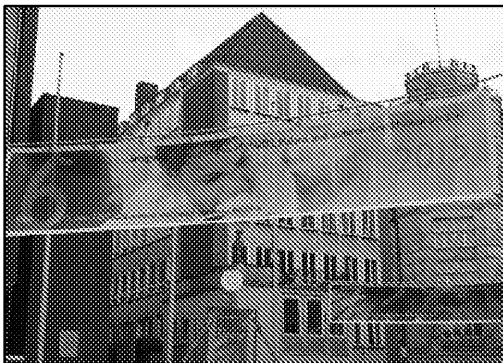
## Discussion Questions



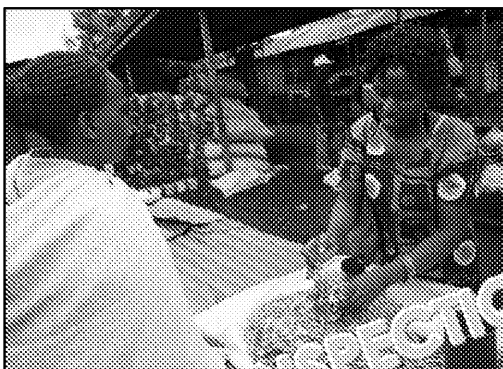
- Is bottom-up aid the key?
- Are motorbikes really the solution?
- Motorbike riders, are they the future?
- Can the Riders' model be scaled up to improve their health-care system?



- How do high HIV rates affect development?
- 'Antiretroviral drugs' and the development of Kenya
- How do you encourage people to remain in Kenya?



- Is it the fault of MEDCs that they can't meet their MDGs?
- MDGs, just another excuse for slow development?
- Do MDGs matter?
- Do Kenyans want to develop?
- What's next for countries that can't meet MDGS?



- Is it trade or aid that will help meet the MDGs?
- Other than increasing aid, what else needs to be done to help urban slums to improve living conditions and reduce infant mortality?



- What are these women doing?
- Why do urban areas receive more health-care resources?
- How can health care be improved in rural areas?

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## Useful Websites

- ✓ <http://www.wri.org/publication/natures-benefits-kenya> – direct link rather than searching on the website
- ✓ [https://www.ted.com/talks/rose\\_george\\_let\\_s\\_talk\\_crap\\_serious](https://www.ted.com/talks/rose_george_let_s_talk_crap_serious) – TED talk on diarrhoea
- ✓ <http://sport.bt.com/video-01363814401986?videoid=28167879180> – documentary
- ✓ <http://www.riders.org/news-blog/news/ross-noble-riding-to-the-top> – Ross Noble's visit with the Riders
- ✓ <http://www.our-kenya.org/kenya/poverty-healthcare> – useful overview with links to video links
- ✓ <http://www.smartglobalhealth.org/pages/kenya-mission/kenya> – financing and structure in the Kenya health-care service
- ✓ <http://www.riders.org/what-we-do/our-impact> – this gives you an overview of different areas of health such as TB and HIV, and supporting activities
- ✓ [http://www.thensmc.com/sites/default/files/Riders%20for%202013%20study\\_0.pdf](http://www.thensmc.com/sites/default/files/Riders%20for%202013%20study_0.pdf) – detailed case study on the Riders
- ✓ <http://edition.cnn.com/2013/01/23/world/africa/riders-for-health> – the Riders programme
- ✓ <https://youtu.be/v3p2VLTowAA> – background to why the MDG
- ✓ <http://africasacountry.com/kenyas-first-mockumentary-takes-off> – mockumentary on aid programmes in Kenya
- ✓ <http://www.internewskenya.org/dataportal/categorylist/11> – reports

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