

Environmental Management and Pandemic Control

Use this worksheet after reading the lesson to practise the key ideas and prove you can meet the success criteria.

Name _____
Date _____
Class _____

1. Key Ideas

In 2020, Australia chose elimination. New Zealand chose elimination. Sweden chose mitigation. The UK tried mitigation, then restrictions, then vaccines. Three years later, the data was in. Pandemic control is not just a biology problem — it is a decision about what level of harm a society will accept, and which tools it will use to limit it.

- Environmental management strategies for infectious disease control
- Why environmental management is a first-line defence against zoonotic pandemics

2. Success Criteria

By the end, you should be able to:

- Environmental management strategies for infectious disease control
- The distinction between pandemic elimination and mitigation
- Key non-pharmaceutical interventions (NPIs) used in pandemic response

3. Key Terms

Pandemic control

not just a biology problem — it is a decision about what level of harm a society will accept, and which tools it will use

Why environmental management

a first-line defence against zoonotic pandemics

Homeostasis

the body stays exactly the same all the time

The epidemiological goal

the same: keep R below 1

each generation of cases

smaller than the last and the outbreak declines

outbreak

growing exponentially

4. Activity: Build the Lesson Map

Use the lesson to complete the table. Keep answers brief but specific.

Prompt	Your answer
Main concept	
Important example	
Common mistake to avoid	
How this links to the next lesson	

5. Short Answer Questions

1. Explain this lesson goal in your own words: "Environmental management strategies for infectious disease control". Use one specific example from the lesson.

BAND 3 **2 MARKS**

2. Apply this idea to a new example: "The distinction between pandemic elimination and mitigation". Show your reasoning clearly.

BAND 4 **3 MARKS**

3. Analyse why this idea matters for understanding Environmental Management and Pandemic Control: "Key non-pharmaceutical interventions (NPIs) used in pandemic response".

BAND 5 **4 MARKS**

6. Extend: Apply the Idea

BAND 5/6

5 MARKS

A student gives a memorised answer about Environmental Management and Pandemic Control but does not use evidence or reasoning.

Improve the answer by writing a stronger response that uses accurate terminology, a relevant example and a clear explanation.

7. Multiple Choice

1. What is the best first step when answering a question about Environmental Management and Pandemic Control?

- A. Identify the key concept being tested
- B. Write every fact from memory
- C. Ignore the command word
- D. Skip examples and evidence

2. Which answer would show stronger understanding of Environmental Management and Pandemic Control?

- A. An answer with accurate terms and reasoning
- B. A copied definition only
- C. A single-word response
- D. An answer with no example

3. What should you do if a question asks you to explain?

- A. Link the idea to a reason or cause
- B. List unrelated facts
- C. Only draw a diagram
- D. Write the shortest possible answer

8. Success Criteria Proof

Finish with evidence that you can do each success criterion.

SUCCESS CRITERION 1

Prove that you can: Environmental management strategies for infectious disease control

BAND 3 **2 MARKS**

SUCCESS CRITERION 2

Prove that you can: The distinction between pandemic elimination and mitigation

BAND 4 **3 MARKS**

SUCCESS CRITERION 3

Prove that you can: Key non-pharmaceutical interventions (NPIs) used in pandemic response

BAND 5 **4 MARKS**

One thing I still need help with:
