World Population

CREDIT HOURS 3
LEVEL UPPER

EXAM CODE 358  CATALOG NUMBER SOCx330

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UExcel® Official Content Guide

PRACTICE EXAMS
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Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, grants three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill the Social Sciences/History requirement or as a free elective for all Excelsior College degree programs that allow for free electives. For the Liberal Arts degrees, it may be used to help fulfill requirements for the Geography, Sociology, and Area Studies concentrations. The American Council on Education has reviewed the World Population examination and recommended three (3) lower-level credits.

- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.

- Individual institutions set their own policies for the amount and type of credit awarded and the minimum acceptable score.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 120 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at: www.excelsior.edu/bookstore

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 90-day period.
Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smarthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

MyExcelsior Community

MyExcelsior Community enables Excelsior College students and alumni to interact with their peers online. As members, students can participate in real-time chat groups, join online study groups, buy and sell used textbooks, and share Internet resources. Enrolled students have automatic access from their MyExcelsior page. Visit www.excelsior.edu/myexcelsiorcommunity.

Preparing for UExcel Exams

How Long Will It Take Me to Study?

A UExcel exam enables you to show that you’ve learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- preview or survey each chapter
- highlight or underline text you believe is important
- write questions or comments in the margins
- practice re-stating content in your own words
- relate what you are reading to the chapter title, section headings, and other organizing elements of the textbook
- find ways to engage your eyes, your ears, and your muscles, as well as your brain, in your studies
- study with a partner or a small group (if you are an enrolled student, search for partners on MyExcelsior Community)
- prepare your review notes as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.
Using UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student’s home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Preparing for This Exam

Prior Knowledge

A knowledge of concepts usually learned in a lower-level social science course is assumed.

Using the Content Outline

Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.
Recommended Resources for the UExcel Exam in World Population

The study materials listed below are recommended by Excelsior College as the most appropriate resources to help you study for the examination. For information on ordering from the Excelsior College Bookstore, see page 1 of this guide. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

Textbooks

The following resources were used by the examination development committee to verify all questions on the exam.


Population Reference Bureau (PRB) Bulletins and Publications

The following Recommended Resources are available directly from the Population Reference Bureau (PRB). You can download all of them from the PRB website at [http://www.prb.org/Publications.aspx](http://www.prb.org/Publications.aspx). Hard copies of the Gelbard selection and the data sheet are also available for purchase from the Excelsior College Bookstore or directly from PRB.


*World population data sheet* (published each year). (Available at Excelsior College Bookstore)

Open Educational Resources

Johns Hopkins School of Public Health offers free, high quality course materials for many of their courses.


Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.
General Description of the Examination

The UExcel World Population examination is based on material typically taught in a one-semester upper-level course in world population offered in a department of sociology or geography.

The examination measures knowledge and understanding of interrelationships among human population, society, and the environment, including demography, fertility, mortality, migration, and urbanization; the ability to demonstrate interpretive skills, including the interpretation of tabular and graphed data; the ability to analyze information, and to apply critical thinking.

Those beginning to study for this exam should be familiar with concepts generally covered in college-level statistics and have some knowledge of basic sociology, geography, and economics.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe and explain changes in the rate and volume of increase in the world’s population from pre-modern to modern times.
2. Identify and describe population characteristics of the six most populous countries in terms of rates of growth, fertility, and mortality.
3. Describe and evaluate sources of population data and interpret various ways of representing that data.
4. Explain the perspectives of the major demographic theorists.
5. Explain the basic concepts of mortality and fertility.
6. Describe the key processes of population change, especially migration and urbanization.
7. Apply basic concepts to the specific cases of China and India.
8. Identify and describe recent and future trends in population aging, family demography, environmental impact, and population policy development.
**Content Outline**

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the World Population examination, the percent of the examination, and the hours to devote to each content area are listed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overview of the World’s Population and Demographic Resources</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>II. Demographic Perspectives</td>
<td>10%</td>
<td>13</td>
</tr>
<tr>
<td>III. Fertility</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>IV. Mortality</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>V. Migration and Urbanization</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>VI. Case Studies on the Future of Population</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>VII. Population Issues</td>
<td>20%</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Overview of the World’s Population and Demographic Resources

15 PERCENT OF EXAM | 20 HOURS OF STUDY

A. Brief history of world population (Weeks, Ch. 1)

B. Geographic distribution of world’s population (Weeks, Ch. 2)

C. Sources of data (Weeks, Ch. 4)
   1. Population censuses
   2. Vital statistics

II. Demographic Perspectives

10 PERCENT OF EXAM | 13 HOURS OF STUDY

Weeks, Ch. 3 and Ch. 11, section on population growth and economic development, only

A. Malthus

B. Marx

3. Sample surveys

D. Population composition and structure (Weeks, Ch. 8–9)
   1. Sex ratio
   2. Population pyramids
   3. Age stratification and cohort flow
   4. Dependency ratio
   5. Population projections
C. Boserup and Simon

D. Demographic transition

E. Other perspectives (for example: Easterlin, Davis, Mill)

III. Fertility

15 PERCENT OF EXAM | 20 HOURS OF STUDY

Weeks, Ch. 6

A. Measures of fertility
   1. Crude birth rate (CBR)
   2. General fertility rate (GFR)
   3. Child-woman ratio (CWR)
   4. Age-specific fertility rates (ASFR)
   5. Total fertility rate (TFR)
   6. Gross reproduction rate (GRR)
   7. Net reproduction rate (NRR)

B. Determinants of fertility
   1. Biological component (age, health, nutrition, environment)
   2. Contraception, abortion

C. Explanations for the fertility transition
   1. The supply-demand framework
   2. The innovation/diffusion and “cultural” perspective
   3. Preconditions for a fertility decline

D. Explanations for high fertility — case studies
   (India, Mexico, Jordan)
   1. Need to replenish society
   2. Children as security and labor
   3. Desire for sons

E. Explanations for low fertility — case studies
   (England, Japan, Canada, United States)
   1. Wealth, prestige, and fertility
   2. Income and fertility
   3. Education and fertility
   4. Other factors

IV. Mortality

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Weeks, Ch. 5

A. Measures
   1. Crude death rate (CDR)
   2. Age/sex-specific death rate (ASDR)
   3. Infant mortality rate (IMR)
   4. Life expectancy

B. Determinants of mortality
   1. Causes of death
   2. The epidemiological transition (from communicable to degenerative)

C. Mortality differentials
   1. Urban and rural
   2. Social status
   3. Gender
   4. Age

V. Migration and Urbanization

15 PERCENT OF EXAM | 20 HOURS OF STUDY

Weeks, Ch. 7 and 9, Brockerhoff

A. Basic concepts

B. Measures of migration
   1. Immigration rate
   2. Emigration rate
   3. Net migration rate

C. Why people migrate
   1. Push-pull theory
   2. Selectivity of migration
   3. Conceptualizing the migration process

D. International migration

E. Internal migration (excluding rural-to-urban)

F. Urbanization (Brockerhoff, 2000)
VI. Case Studies on the Future of Population

**15 PERCENT OF EXAM | 20 HOURS OF STUDY**

PRB Population Bulletins

A. China (Riley)

B. The future of world population
   (Gelbard et al., O’Neill & Balk)

VII. Population Issues

**20 PERCENT OF EXAM | 27 HOURS OF STUDY**

A. Family demography (Weeks, Ch. 10)
   1. Household composition
   2. Explaining the transformation of households
   3. Consequences of demographic shifts in household composition

B. Population and the environment
   (Weeks, Ch. 11)
   1. Growth as stimulus
   2. Growth as obstacle
   3. Growth as unrelated
   4. Role of the agricultural and industrial revolutions
   5. Agricultural productivity
   6. Environmental issues

C. Population policies (including ethical dimensions) (Weeks, Ch. 12)
   1. Fertility policies
   2. Mortality policies
   3. Migration policies

D. Demographics (Weeks, Ch. 4)
   1. Geographic information systems (GIS)
   2. Business planning
   3. Social planning
   4. Political planning
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 12–15 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

Note: In your exam, you may find questions that use graphs (for example, population pyramids). Be advised that the display capabilities of some computers currently available at the testing centers make the numbers or other fine details difficult to read. Be assured that you should be able to answer these questions based on the shape of the graph, without the numbers.

1. Which mortality and fertility pattern is found in most economically developing countries of the world?
   1) low mortality and low fertility
   2) low mortality and high fertility
   3) high mortality and low fertility
   4) high mortality and high fertility

2. Which policy would a country choose if it followed the Malthusian perspective in attempting to solve the problem of rapid population growth?
   The country would
   1) raise the legal age of marriage.
   2) raise wages.
   3) subsidize education.
   4) tax wealthy incomes.

3. Which theorist would most likely have seen class differences as a major factor in economic development?
   1) Charles Darwin
   2) Thomas Malthus
   3) Karl Marx
   4) John Stuart Mill

4. If it is easy for individuals to rise in their professions, they are more likely to marry early and have several children. This concept is associated with which theorist?
   1) Ester Boserup
   2) Richard Easterlin
   3) Abdel Omran
   4) E.G. Ravenstein

5. What is the term for the number of live births in a given year for every one thousand people?
   1) crude birth rate (CBR)
   2) general fertility rate (GFR)
   3) gross reproduction rate (GRR)
   4) total fertility rate (TFR)
6. How is the child-woman ratio (CWR) measured?

Based on census data, it is the ratio of
1) children age 0–4 to the number of women, multiplied by 1,000.
2) children age 0–4 to the number of women age 15–49, multiplied by 1,000.
3) all children to the number of women, multiplied by 1,000.
4) all children to the number of women age 15–49, multiplied by 1,000.

7. Which fertility measure is concerned with female births, only?
   1) child-woman ratio (CWR)
   2) general fertility rate (GFR)
   3) gross reproduction rate (GRR)
   4) total fertility rate (TFR)

8. Which information is required to calculate the age/sex-specific death rate (ASDR)?
   1) census data, only
   2) vital registration data, only
   3) both census and vital registration data
   4) sample survey data and population pyramid data

9. Which category comprises the leading causes of death in the United States?
   1) accidents
   2) communicable disease
   3) degenerative illness
   4) homicide

Base your answers to questions 10–12 on the table below:

<table>
<thead>
<tr>
<th>Country</th>
<th>Population (millions)</th>
<th>Crude Birth Rate</th>
<th>Crude Death Rate</th>
<th>Infant Mortality Rate</th>
<th>Total Fertility Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9.5</td>
<td>50</td>
<td>20</td>
<td>134.0</td>
<td>6.7</td>
</tr>
<tr>
<td>B</td>
<td>8.1</td>
<td>11</td>
<td>10</td>
<td>5.5</td>
<td>1.4</td>
</tr>
<tr>
<td>C</td>
<td>24.0</td>
<td>29</td>
<td>7</td>
<td>60.0</td>
<td>3.5</td>
</tr>
<tr>
<td>D</td>
<td>18.4</td>
<td>20</td>
<td>5</td>
<td>18.4</td>
<td>2.3</td>
</tr>
<tr>
<td>E</td>
<td>11.7</td>
<td>29</td>
<td>6</td>
<td>40.0</td>
<td>3.6</td>
</tr>
</tbody>
</table>

10. Which country has demographic characteristics associated with economically developed nations?
   1) A
   2) B
   3) C
   4) D

11. Which country has the largest annual growth rate?
   1) A
   2) B
   3) D
   4) E

12. Which country has the lowest natural increase?
   1) A
   2) B
   3) D
   4) E

13. Which measure of migration is calculated by the equation below?
    \[
    \frac{\text{Total in-migrants} - \text{Total out-migrants}}{\text{Total midyear population}} \times 1,000
    \]
    1) migration ratio
    2) crude net migration rate
    3) in-migration rate
    4) out-migration rate

14. What is the major determinant of migration?
    1) climate
    2) employment
    3) family
    4) housing
15. Who is most likely to migrate?
   People who
   1) have not completed high school
   2) have completed high school, only
   3) have attended college but did not graduate
   4) have completed college

16. Which theory of international migration is represented when a rich nation exploits the resources of a poorer nation?
   1) dual labor market theory
   2) neoclassical economic theory
   3) network theory
   4) world systems theory

17. As part of its efforts to slow population growth, which country initiated a one-child policy for married couples?
   1) China
   2) India
   3) Japan
   4) Thailand

18. Which situation best characterizes the relationship between education and fertility?
   1) higher educational status with low fertility
   2) lower educational status with high fertility
   3) lower educational status with low fertility
   4) no relationship exists between education and fertility

19. What is the most commonly used index for a nation's income?
   1) consumer price index (CPI)
   2) stock market performance
   3) gross reproduction rate (GRR)
   4) gross national product (GNP)

20. Which theoretical position argues that population growth is detrimental to economic development?
   1) capitalist
   2) nationalist
   3) neo-Malthusian
   4) neo-Marxist

21. Which statement best describes core nations?
   Core nations
   1) are self-sufficient with respect to energy sources.
   2) have high incomes and low rates of consumption.
   3) experience higher rates of emigration.
   4) dictate economic terms to the rest of the world.

22. What is the fundamental premise of a Marxist perspective on population growth and economic development?
   1) Capitalist economic structure has no effect on overpopulation.
   2) Development will be stimulated by population growth among society's more educated classes.
   3) Development can occur only with a reduction in population size and a lower demand for food resources.
   4) Development emerges from society's political and economic structure, not from population change.

23. Which best describes the green revolution?
   1) the rebellion of tenant farmers in Latin America against the landowners
   2) the rise in levels of food per capita in economically developing countries as a result of falling birth rates
   3) increases in food production that resulted from the development of new varieties of wheat and rice
   4) a worldwide program aimed at converting pastures and forests into cropland in economically developing countries

24. Which is an example of market segmentation?
   1) advertising expensive cars in the mass media
   2) starting a college radio station that plays only current Top 40 songs
   3) using population data to determine the number of televisions to stock at an appliance store
   4) hiring department store salespersons with different ethnic and racial backgrounds
1. (IID)  
1) A low mortality and low fertility pattern is associated with economically developed countries.  
*2) A low mortality and high fertility pattern is associated with most economically developing countries.  
3) A high mortality and low fertility pattern rarely occurs anywhere.  
4) A high mortality and high fertility pattern is uncommon because mortality has declined substantially throughout the world in recent decades.

2. (IIA)  
*1) Malthus specifically mentioned delaying marriage as a means of controlling population growth.  
2) Raising wages may lead to an increase in fertility rather than a decline in fertility.  
3) Although subsidized education would have an indirect effect on fertility, Malthus believed deferring marriage would directly affect population growth.  
4) Taxing wealthy incomes would have little or no impact on overall fertility rates, since people who are wealthy constitute only a small percentage of any country’s population.

3. (IIB)  
1) Darwin was not concerned with class differences as a factor in economic development.  
2) Malthus focused on the relationship between food resources and population growth.  
*3) Marx emphasized the importance of class differences in his economic and historical works. He argued that the consequences of capitalism are overpopulation and poverty for the majority with a few elite capitalists reaping the benefits of development. In a socialist (classless) society, population growth would be readily absorbed by economic development with no side effects.  
4) Mill is best known for his work on the nature of liberty.

4. (IIE)  
1) Boserup’s work is associated with the argument that population growth may stimulate economic development.  
*2) Easterlin argued in his relative income hypothesis that relative economic well-being and economic upward mobility will lead to greater fertility and larger families.  
3) Omran’s work is associated with historical demographic patterns.  
4) Ravenstein’s work is associated with a classic theory on migration.
5.(IIIA1)

*1) CBR is defined as the total number of live births in a given year divided by the total midyear population, multiplied by 1,000.

2) GFR is defined as the total number of live births in a given year divided by the total number of women in the childbearing ages, multiplied by 1,000.

3) GRR is defined as the number of daughters that a female just born may expect to have in her lifetime, assuming that birth rates stay the same and ignoring her chances of survival through her reproductive years.

4) TFR is defined as an estimate of the average number of children that would be born alive to each woman if the current age-specific fertility rates remained constant.

5.(IIIA3)

1) This is not a formula for measuring fertility.

*2) The CWR is a census-based measure of fertility, calculated as the ratio of children aged 0-4 to the number of women aged 15-49, multiplied by 1,000.

3) See 1).

4) See 1).

6.(IIIA6)

1) The CWR is concerned with the total number of children aged 0-4, both female and male.

2) The GFR is concerned with the total number of live births, both female and male, in a given year.

*3) The GRR is concerned with female births, only.

4) The TFR is concerned with the average number of children, both female and male, that would be born to each woman if the current age-specific birth rates remained constant.

7.(IVA2)

1) Census data, only does not provide the data on mortality needed to calculate the ASDR.

2) Vital registration data, only does not provide the age-specific data needed to calculate the ASDR.

*3) Both census and vital registration data are required to calculate the ASDR. The number of people of a given age and sex who died in a given year is obtained from the vital registration data, and the total population of people of that age and sex is obtained from the census data.

4) Sample survey data do not include the total population and population pyramids are visual presentations of the age-sex distribution of a society.

9.(IVB2)

1) Accidents are a relatively minor cause of death in the United States.

2) Communicable diseases such as influenza are not a major factor in mortality rates in the United States.

*3) Degenerative illnesses such as heart disease are the major cause of death in the United States.

4) Homicides are a very minor cause of death in the United States.

10.(II,III,IV)

1) Country A has the highest crude death rate, highest crude birth rate, highest infant mortality rate, and highest total fertility rate. These demographic rates are characteristic of an economically developing country.

*2) Country B has the lowest crude birth rate, a low crude death rate, the lowest infant mortality rate, and the lowest total fertility rate. These demographic rates are characteristic of an economically developed country.

3) Country C has a high crude birth rate, a low crude death rate, a high infant mortality rate, and a high total fertility rate. These demographic rates are characteristic of an economically developing country.

4) Country D has a reasonably low crude birth rate, the lowest crude death rate, a very low infant mortality rate, and a total fertility rate that is almost at replacement level. These demographic rates are characteristic of a newly industrialized country that is at the verge of achieving demographic transition.

*correct answer
11.(III,IV)  
*1) The annual growth rate is calculated by subtracting the crude death rate from the crude birth rate, dividing by 1,000, and multiplying the result by 100 to express it as a percent. Country A clearly has the highest annual growth rate of 3% calculated as ((50 - 20)/1,000 × 100 = 3.0%).
*2) The annual growth rate for Country B is ((11 - 10)/1,000) × 100 = 0.1%.
3) The annual growth rate for Country D is ((20 - 5)/1,000) × 100 = 1.5%.
4) The annual growth rate for Country E is ((29 - 6)/1,000) × 100 = 2.3%.

12.(III,IV)  
1) The natural increase is the difference between the crude birth rate and crude death rate, divided by 1,000, and multiplied by 100 to express it as a percent. Country A has the highest natural increase of 3.0%.
*2) Country B has the lowest natural increase of 0.1%.
3) Country D has a natural increase of 1.5%.
4) Country E has a natural increase of 2.3%.

13.(VB3)  
1) Migration ratio is calculated as follows:
Net migration × 1,000
Births - deaths
*2) This formula calculates the crude net migration rate.
3) In-migration rate is calculated as follows:
Total in-migrants × 1,000
Total midyear population
4) Out-migration rate is calculated as follows:
Total out-migrants × 1,000
Total midyear population

14.(VC1)  
1) Climate is an underlying factor in some migration but it is not considered to be the major determinant.
*2) Employment opportunities appear to be the primary motivation for migration today.
3) Family influences migration patterns but it is not the major determinant.
4) Availability and cost of housing are also important influences but they are not the major determinants.

15.(VC2)  
1) People who have not completed high school are the least likely to migrate.
2) People who have completed high school only are more likely to migrate than people who have not completed high school but are less likely to migrate than people who have attended or completed college.
*4) People who have completed college are the most likely to migrate due to greater employment opportunities.

16.(VD)  
1) Dual labor market theory attempts to explain why different groups of workers are willing to work for different wage scales within a society.
2) Neoclassical economic theory argues that migration is a process of labor adjustment caused by differences in the supply and demand for labor.
3) Network theory examines how employment patterns are influenced by family and social networks.
*4) World systems theory examines the economic relationships between the developed and developing nations of the world.

17.(VIA)  
*1) China instituted a one-child policy and was successful in reducing the general fertility rate.
2) India does not have a one-child policy and has not reduced the general fertility rate.
3) Japan has a low fertility rate without a one-child policy.
4) Thailand has reduced the general fertility rate without a one-child policy.
18. (III E3)

1) Higher educational status is consistently associated with lower fertility rates.

2) Lower educational status is not associated with higher fertility rates.

3) Lower educational status is not strongly associated with lower fertility rates.

4) There is an inverse relationship between education and fertility.

3) By attracting immigrants from economically developing countries, core nations have lower emigration and higher immigration rates.

4) Core nations dictate economic terms to the rest of the world and peripheral and semi-peripheral nations are dependent upon decisions made by the core nations.

19. (VII B)

1) The CPI measures the cost of basic goods and services. It does not measure a nation’s income.

2) Stock market performance does not measure a nation’s income.

3) The GRR is the proportion of all births that are female. It does not measure a nation’s income.

4) The GNP measures the total goods and services produced by a society and is the most commonly used measure of a nation’s income.

20. (II A, VII B2)

1) Capitalists generally argue that population growth may stimulate economic development.

2) Nationalists generally argue that population growth stimulates economic development.

3) Neo-Malthusians view population growth as a barrier to economic development.

4) Neo-Marxists view the unequal distribution of resources, not population growth, as the major detriment to economic development.

21. (V D, V F)

1) Core nations are not self-sufficient in energy sources and have to import large quantities of oil.

2) Core nations have both high incomes and high rates of consumption.

2) Starting a college radio station that plays only Top 40 songs targets college students, a specific market segment.

3) Using population data to determine the number of televisions to stock at an appliance store is an example of market research.

4) Hiring department store salespersons with different ethnic and racial backgrounds establishes a broader-based appeal.

* Correct answer
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