### Part A
**Identify (1 point)**
- A decreasing death rate in Europe led to increased population.

**OR**

- Europe’s position in stage 2-3 led to increased population (implies the above).

### Part B
**Identify (1 point)**
- Collapse of agriculture
  - Economic
    - Downturns, e.g., Norway, Sweden (push)
    - Job opportunities in United States (pull)
    - Recruiting, e.g., RRs in United States (pull)

**Explain (1 point)**
- Potato famine; Irish migration (push)
  - Cultural
    - Religious persecution, e.g., Germans, Russian Jews (push)
    - Network connections/chain migrations (pull)

**Political**
- Instability, repression, lack of freedom (push)

### Part C
**Identify (3 points)**
- Europe’s low BR/DR (stages 4-5)
  - OR
  - Europe with aging population

- North Africa’s high BR (stage 2)

**General labor shortage**
**Specific labor shortages (e.g., skilled, etc.)**
**Avoid population decline**
**Immigrants as scapegoats**

**General labor shortage**
**Specific labor shortages (e.g., skilled, etc.)**

**Overpopulation**
**Labor surplus**

**Note:** In Part C, points are awarded for explanations derived from appropriate aspects of the demographic transition model.
This question is concerned with changing patterns of immigration to the United States at the beginning and end of the twentieth century.

Total: 10 points

Early Twentieth Century

A. Identify main source areas (1 point)
   Identify Europe OR Eastern Europe OR Southern Europe OR at least ONE country from Eastern or Southern Europe.

   NOTE: Must earn "source" point in order to earn "push" points.

   Identify push factors (two push factors, 1 point each)
   • Political instability (e.g., World War I, Russian Revolution, Austro-Hungarian Empire)
   • Poverty/poor economic opportunity; lack of jobs
   • Religious persecution/pogroms
   • Overpopulation (e.g., due to population growth characteristic of Stage 2 of Demographic Transition)

B. Identify change in U.S. economic structure (1 point)
   • Shift to secondary sector (agriculture to industry)
   • Shift to manufacturing/industrialization (Fordism)/resource processing

   Explain/describe the process (1 point)
   • Increased demand for labor
   • Impact of industrialization on construction, transportation, and related industries
   • Impact of industrialization on city growth

Late Twentieth Century

C. Identify main source areas (1 point)
   Must identify TWO source areas for 1 point, e.g., Asia AND Latin America, or two specific countries [one from each region: Latin America (Mexico, Dominican Republic, El Salvador, Colombia, Cuba, Haiti, Nicaragua, Jamaica) and Asia (China, India, Philippines, Vietnam, Korea)].

   NOTE: Must correctly identify at least ONE source area in order to earn "push" points.

   Identify push factors (two push factors valid for identified source area[s], 1 point each)
   • End of Cold War
   • Political instability (must provide example)
   • Poverty/poor economic opportunity; lack of jobs
   • Population pressure in source areas
   • Religious/ethnic strife
   • Environmental problems (e.g., degradation, hazards)

D. Identify change in U.S. economic structure (1 point)
   • Shift to tertiary, quaternary, or quinary sector
   • Shift to service-oriented economy from processing

   Explain/describe the process (1 point)
   • Growth of service sector created demand for low-wage jobs, e.g., domestic services and retail
   • Growth of ethnic economy, e.g., restaurants, specialty stores
   • Growth of agribusiness leading to demand for labor
   • Expansion of high technology and information technology in software and hardware production
PART A (3 Points)

Define each of the following principles.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Core-Periphery    | • Uneven spatial distribution of economic, political, or cultural power.  
                     • Must show basic understanding of the relationship between more-developed and less-developed regions of the world. |
| Distance Decay    | • Decreased spatial interaction linked to increased distance.  
                     • Decreased influence or intensity of cultural traits and processes with increased distance. |
| Chain Migration   | • Once migration starts subsequent migrants will follow earlier migrants.                                                                 |

PART B (6 Points)

For each principle in part A, select a migration stream identified by letter on the map and discuss how the stream you choose illustrates the principle. Note: Each lettered migration stream may be used only once.

Discussion

1 point: Must specifically identify regions or the groups of people involved in the migration, correctly linked to the principle defined in part A.

2 points: Discuss specific reason for the migration pattern.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core-Periphery</td>
<td>• A discussion that shows an understanding of the characteristics of the migration stream relative to the core-periphery principle.</td>
</tr>
</tbody>
</table>
| Distance Decay    | • Greater number of migrants settled at the edge of the country closer to the country of origin, compared to the number settled on the opposite edge of the country.  
                     • The diminishing evidence of cultural traits by a group on people, if the explanation clearly shows a link to the fact that due to migration there is less contact between the migrants and their home country.  
                     • Explanatory factor behind distance decay relationship (e.g., travel cost, information availability). |
| Chain Migration   | • Examples must clearly establish a link/transfer of knowledge between the first group of migrants and subsequent groups OR it should be clear that subsequent migrants are from areas of close proximity to the source area of the early migrants, and that they are migrating to the same destination area. |
Regional migration patterns within the contiguous United States are the result of several factors. The map above shows net migration at the county level, but these data support generalizations about migration patterns at the regional scale.

**Part A**  
(1 point: Two correct responses are required.)

Identify two specific regions that have experienced net in-migration.

**Acceptable**
- Any specific region that is correctly identified based on the map: for example, Pacific Northwest, Southwest, Northeast, Southeast, Sun Belt, Megalopolis, Mountain West, East Coast, Ozarks, Appalachia, Upper Great Lakes
- The following individual state names are acceptable:

<p>| | |</p>
<table>
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<th></th>
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<tbody>
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<td>Arizona</td>
<td>Maryland</td>
</tr>
<tr>
<td>California</td>
<td>New Hampshire</td>
</tr>
<tr>
<td>Delaware</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Florida</td>
<td>Vermont</td>
</tr>
<tr>
<td>Maine</td>
<td>Virginia</td>
</tr>
</tbody>
</table>

- Other states may be named if accompanied by an appropriate descriptor: for example, western Oregon

**Unacceptable**
- South, North, East, West, West Coast, Great Lakes, Coastal Plain, urban, or rural (not specific enough)

**Part B**  
(1 point: Two correct responses are required.)

Identify two specific regions that have experienced net out-migration.

**Acceptable**
- Any specific region that is correctly identified based on the map: for example, Great Plains, Midwest, the Rust Belt, metropolitan areas such as New York and Los Angeles, Mississippi Delta, Deep/Old South, Great Lakes, Corn Belt, Texas Panhandle, Lower Mississippi
- The following individual state names are acceptable:

<table>
<thead>
<tr>
<th>Alabama</th>
<th>Massachusetts</th>
<th>North Dakota</th>
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</thead>
<tbody>
<tr>
<td>Illinois</td>
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<tr>
<td>Kansas</td>
<td>New Mexico</td>
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</tr>
<tr>
<td>Louisiana</td>
<td>New York</td>
<td></td>
</tr>
</tbody>
</table>

- Other states may be named if accompanied by an appropriate descriptor: for example, northern Maine

**Unacceptable**
- South, North, East, West, urban, or rural (not specific enough)
Part C (6 points)

Note: This question deals with domestic migration within the United States. If a student’s answer refers to immigrants or emigrants, it must discuss their migration within the United States in order to receive credit.

Explain the processes that contribute to the general patterns of migration within the United States shown on the map in terms of each of the following:

1. Economic structure (2 points)
   (Remember that the question asks about economic structure, not the concept of push-and-pull factors)
   - Changing techniques and/or practices in primary-sector activities (mechanization, corporate farms): Loss of primary-sector jobs leads to out-migration from rural areas.
   - Deindustrialization: Loss of secondary-sector jobs leads to out-migration from these areas.
   - Shift to tertiary- and quaternary-sector jobs (high tech, recreation/resort, health care): Location of these jobs is often based on amenities and/or new technologies, which leads to in-migration to these regions.
   - Suburbanization: Growth of jobs in suburban areas at the expense of the city leads to in-migration to the suburbs.

2. Friction of distance (2 points)
   - Gravity model (people migrate to larger places, closer places, etc.): Areas of in-migration may be related to the amount of interaction between places (friction of distance concerns are relevant to migration decisions).
   - Telecommuting: It is no longer necessary to live close to work, people can locate outside of main employment centers—i.e., suburbs or beyond (friction of distance is less important than it was previously).
   - Suburbanization/spawl/interregional migration: People are willing to commute or move greater distances because of improved transportation and/or communication (friction of distance is less important than it was previously).
   - Change in locational decision making: Footloose industries are more flexible about where they locate, including areas that were not previously part of the economic heartland; this leads to the in-migration of people for these new jobs.

3. Age structure of the population (2 points)
   - Retirees move to retirement areas such as the Sun Belt or Florida to take advantage of weather, amenities, etc.
   - Young people move to areas for more employment choices or for greater social or cultural opportunities (not for educational purposes).
   - Young couples with children move toward suburban locations to provide amenity-rich environments for their families.

Note: In each case, students may earn 1 point for identifying the process and an additional point for explaining the connection between the process and migration. The second point must come from the explanation; it cannot be awarded for a second identification.