



COLLEGE OF SOCIAL SCIENCES, THEOLOGY, HUMANITIES & EDUCATION
**HUM1204: ARTIFICIAL INTELLIGENCE, CRITICAL THINKING AND PROBLEM-
SOLVING**

END OF SECOND SEMESTER EXAMINATIONS

APRIL/MAY 2026

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DURATION: 3 HOURS

INSTRUCTIONS

1. This paper contains **TWO** sections (Section A and Section B).
2. Section A is **COMPULSORY**.
3. Answer **ANY TWO (2) questions** from Section B.
4. Start each question on a new page in your booklet.
5. Credit will be awarded for logical, systematic and neat presentation
6. Do not repeat material.

SECTION A: COMPULSORY

INSTRUCTION: *Answer Question 1.*

Question 1

Demonstrate the importance of making the course **HUM1204 Artificial Intelligence, Critical Thinking, and Problem-Solving** compulsory for all undergraduate students by explaining:

- a) Why this course is important in today's world **(10 marks)**
- b) How it can help students across different subjects in their studies and future careers **(10 marks)**.
- c) The key skills students gain that prepare them to solve real-life problems **(10 marks)**.
- d) Providing a scenario-based example where a student applies knowledge from *HUM1204* to resolve a complex challenge **(10 marks)**.

[40 marks]

SECTION B

INSTRUCTION: *Answer ANY TWO (2) questions.*

Question 2

Scenario: During a group project, one member consistently dismisses others' contributions, insisting their approach is the only correct one. This creates tension, with some members withdrawing from discussion while others argue back. The group's progress stalls, and deadlines are at risk.

Task: Using critical thinking, design a conflict-resolution plan that demonstrates the characteristics of a critical thinker. Your plan should:

- a) Identify the most relevant characteristics of a critical thinker that apply to this situation.
- b) Apply these characteristics to specific actions the group could take to address the conflict.
- c) Analyse the possible outcomes of different approaches.
- d) Evaluate which approach would most likely restore collaboration and why.
- e) Create a set of group guidelines for future projects that embed critical thinking principles to prevent similar conflicts. **[30 marks]**

Question 3

Scenario

An e-commerce company is planning to implement an artificial intelligence (AI) chatbot to manage customer enquiries and complaints. The chatbot will act as the first point of contact, aiming to improve efficiency, reduce response times, and enhance customer satisfaction.

Task:

- a) Discuss the advantages and limitations of using an AI chatbot in customer service. **[10 marks]**
- b) Propose two problem-solving strategies to overcome the limitations you have identified. **[10 marks]**
- c) Drawing on knowledge gained through critical thinking, evaluate whether AI chatbots can fully replace human customer service agents, providing reasons for your answer. **[10 marks]**

[30 marks]

Question 4

In many aspects of life people face challenges that require more than quick reactions. A student may struggle with balancing study and personal responsibilities, a business may encounter unexpected competition, or a community may need to respond to a sudden crisis. In each case, the way problems are approached can determine success or failure. When faced with difficulties, individuals may choose different paths, and the results of those choices can vary widely. What seems straightforward at first may not always lead to the best outcome, and the effectiveness of any approach depends on how carefully the situation is considered. Problem-solving is therefore essential.

Task

- a) Analyse why problem-solving is considered a fundamental skill for university students. **(10 marks)**
- b) Discuss how structured problem-solving can be applied in both academic and everyday situations. **(10 marks)**
- c) Evaluate the kinds of skills students gain from learning problem-solving and how these skills prepare them for future challenges. **(10 marks)**

[30

marks]

Question 5

Discuss what is meant by an “argument” in an academic context using suitable examples. [30 marks]

END OF PAPER
