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BAFEMI AWOLOWO UNIVERSITY, ILE-IFE, NIGERIA
 DEPARTMENT OF DEMOGRAPHY AND SOCIAL STATISTICS
 FACULTY OF SOCIAL SCIENCES

Time of Examinations: Harmattan Semester Examinations, 2010/2011

Course Code: DSS 301

Course Title: Introduction to Demographic Data Evaluation

Instructions: Answer Questions 1 and 5 and any other one.

Time Allowed: 2 HOURS 30 MINUTES

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Question 1

- Explain the term digital preference in demographic analysis. How is it different from age heaping?
- What do you understand by assumption of rectangularity?
- Explain why the term "crude death rate" is crude.
- List five sources of age misreporting in African Census age data
- Outline five common sources of coverage errors in African Censuses
- How is content error different from coverage error?
- List three indices of detection of age errors and two indices of graduating age data
- Distinguish between age ratio and sex ratio
- List five sources of demographic data.

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j) Copy and complete the following table:

Index of Detection of Age Error	Interpretation
Myer's Index = 0	
Whipple's Index = 205	
Myer's Index = 90	
Whipple's Index = 100	
Whipple's Index = 500	
Whipple's Index = 103.5	

- Compare and Contrast United Nations Moving Average Method and Newton's Graduation Formula stating their uses, their procedures and their limitations

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- a) Carefully outline the steps in computing the UN Age-Sex Accuracy Index.
 - b) How is this index different from those of Myers' and Whipple's?
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- a. Discuss the usefulness of standardization techniques in demographic analysis.
 - b. What data will you require to compute age-adjusted rates using the direct standardization method
 - c. Outline the step-by-step procedures in computing the Myer's Blended Index
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- a) Distinguish between the Whipple's and Myer's procedures stating their assumptions, limitations and uses.
 - b) Use the data below to compare pattern of age misreporting between **males and females** using the Whipple's Index.
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