**Tutorial 2**

2)The jump from high school to university is quite significant in South Africa, where the information workload has drastically increased as well as the expectation on the learner to be more critical and to have their own voice when talking about or engaging with that content. As a result, many learners come into the university space, and they are overwhelmed at the increased workload and how much more is expected of them, whereby they are not simply summarising or memorising information but actually are expected to critically engage with the information. Students might be expected to know things like the historical context of some questions, the history behind certain topics or theories, so understanding the information will drastically benefit them in their exams.

Therefore, I disagree with the statement, “student's role in university is to memorise information, then repeat that information in test and exams”, because, University is different from High School where the workload is not so much, the content covered in test is not as much, and a student can benefit from memorising Information and not as much critical engagement with the work is expected from the student. In High School, as a student you can be almost sure of what will be examined and the format of the questions, making memorising information and notes not such a disadvantage.

However, in university the aim is to understand the work one is being taught instead of memorising it. The workload in university is extremely heavy, memorising all the notes and information is almost impossible. Critical engagement with the work is also expected of the students which makes memorising information without understanding it a disadvantage to the learner as the examiners might ask related questions that are structured differently from the work the learner would have memorised. In addition, the exams might not be as formulaic or explicit and require us to go beyond just simply displaying information. The ability to apply the understood information into different scenarios will benefit the learner more than just memorising it.

So as one can see, the workload in university is clearly much higher than the workload in high school and critical thinking is something that is expected from university students that might not always be pushed hard for in a high school setting. Memorising information without understanding it will however not benefit the student as the workload is just too much and critical engagement with the work is required.

4)What is covered during class in university only covers a small proportion of the amount of content that the student is expected to know. There is a major distinction between university and high school, where in high school students can almost be sure that only what was covered in class will be in their exam and no additional personal researching will be required as the workload is not as much and all the information required for exams can be presented during classes, whereas in university, as a student it is your responsibility to research more after classes, as there is not enough time to go through everything during class hours.

Hence why, I disagree with the statement ,“questions in exams should only come from what has been covered in class’’, because, university is different from high school where in high school, the workload is not as much and every topic can be covered during class periods, allowing high school exams to cover only what was covered in class and no additional personal research will be required.

However, in university what is covered in class counts for only about twenty-five percent of the amount of information that a student needs to know. In university, it is the student’s role to study further after lectures and do more research and practise questions. The whole point of going to lectures, is so one can have a good understanding of whatever is being taught and be able to ask further questions.

In addition, as students we receive study material that contain information on the content that will be examined so it is the student’s responsibility to utilise the resources they are given and prepare accordingly. For example, in my Economics class, after each lecture we are encouraged to go through the textbook, to get more detailed examples and do more practise questions on our own so as to get more details on the work we would not have covered in class, hence why I think questions in exams should not only come from what has been covered in class as it is impossible to cover all the content during class periods, but one must go a step further in preparations of the exams.

In conclusion, having looked at the increased workload, having looked at the expectations from the university regarding critical thinking and deeper engagement with theory, one can see that the jump from high school to university is a significant one and certain behaviours from high school cannot be applied in university .it is clear that, in university one is expected to take a step further and research more in order to be well equipped for exams whereas in high school, everything is covered in class and students only have study what they are given as no additional research will be required.