



NATIONAL SENIOR CERTIFICATE EXAMINATION  
2017

**LIFE ORIENTATION  
COMMON ASSESSMENT TASK  
PART A**

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**Leadership and Democracy:  
The complex power of the 21st Century**

**INTRODUCTION**

It is often said that the principles of great leadership are timeless. But when we listen to the people who run today's largest organisations, what we hear with increasing frequency is how different everything feels from just a few years ago. The challenge is how to lead effectively in our highly interdependent world, in which little is certain, the tempo is quicker, and the dynamics far more complex.

At the same time the role of the individual has never been more important. The Internet, in general, and social media, in particular, has given each of us access to knowledge and an audience. We demand respect and individual autonomy, and we are able to use technology to 'custom fit' our lives. Our voices can be heard. We interrogate more and are less likely to hand over control. The use of social media platforms has the capacity to alter traditional power dynamics.

Globally, we are seeing instances of rejection of the 'establishment', which represents a lack of confidence in established leadership structures. This phenomenon is referred to as 'populism'\*. British politician, Nigel Farage underscores this in saying that he 'has a deep mistrust of institutional power and that real power in the modern day resides ever more massively in personalities, not formal titles. What keeps it alive is the charisma of those who possess it [and] their ability to rally the masses'. [Source: <<http://time.com/time-person-of-the-year-populism>> Accessed 6 December 2016]

It is important, then, for each of us to develop a fine understanding of power – our power and how we use it, and what gives others power or control over us. It is equally important for us to be clear about our own values and our ethical relationship with power.

\* **populism:** populism is a political style of action that mobilises a large alienated element of population against a government seen as controlled by an out-of-touch closed elite that acts on behalf of its own interests. The underlying ideology of the Populists can be left, right, or middle.

[Source: <<https://en.wikipedia.org/wiki/Populism>> Accessed 6 December 2016]

## QUESTION 1

### MY LIFE: The power of Social Identity



Whether we are aware of it or not, each of us holds an element of power, and has the opportunity to demonstrate leadership, in each of our everyday interactions. Age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity and socio-economic status are all identities. Some identities are things people can see easily (things like race or assumed gender), while other identities are internalised and are

not always easy to see (things like a disability, socioeconomic status or education level).

[Adapted from source: <<http://www.chicagotribune.com/bluesky/hub/ct-buffer-break-filter-bubble-and-gain-perspectives-bsi-hub-20160428-story.html>>]

- How do you identify yourself?
- What is the most important part of your identity?
- Is there one part of your identity that stands out from the rest, or does your identity change depending on what environment you are in?

Part of understanding our identity means understanding how we do, or don't, fit into a broader social context. It also means being aware of the fact that some groups have more social, political and economic power than others. Much of our identity is socially constructed and has been learned through exposure to our families, friends, organisations, government, etc. The media also plays a prominent role in creating meaning, shaping our values, and defining who we are. These values are powerful because they can shape the way we see, understand and interact with the world around us.

[Adapted from source: <<http://www.criticalmediaproject.org/about/key-concepts>>]

### Activity 1.1

1. Here is a list of some familiar identities:

- Teenager
- Parent
- Teacher
- Student leader
- Politician

For each of these identities:

- Describe what you think the identity is.
- Define the power that the identity holds.
- Try to think of a vulnerability of the identity.

2. Usually, we all identify ourselves as a nationality or as belonging to a country. Identify yourself in this way, e.g. I am a South African. Now describe what this means to you (**two** sentences).

3. List the **five** most significant aspects of your own identity, excluding your nationality.
4. On a line, place these aspects of your identity according to how you rate them, from **most** important to **least** important.
5. Reflect on the **two** aspects of your identity that you considered to be **most** important.
  - To what extent are these aspects of your identity empowering or disempowering?
  - What has influenced the development of these aspects of your identity? Think about how digital and print media have impacted on these aspects of your identity.

### Activity 1.2



## OPINION: Pretoria Girls High protest is so important

**You'd think that after years of independence from colonial rule, black consciousness and feminist movements, chances of the events which unfolded at Pretoria Girls High would be slim to none.**

But if this year's racist outbursts that caused uproars on social media are anything to go by, then maybe young girls protesting to wear their hair naturally at Pretoria Girls High was expected. And even if there was an expectation of this occurrence, it still would not excuse this pivotal moment in South African history.

The young Pretoria Girls High pupils took to the streets of Pretoria to march for their right to wear their hair naturally and to end racism at Pretoria Girls High after claiming that they were told to straighten their 'untidy' natural hair and to stop speaking anything but English at the school.

[Source: <<http://connect.citizen.co.za/opinion/74388/opinion-why-stopracismatpretoriagirlshigh-is-so-important>>]

'She instructed me to fix myself as if I was broken,' a student told Gauteng education MEC, Panyaza Lesufi.

[Adapted from source: <[mg.co.za/article/2006-08-29-pretoria-girls-high-school-pupil-i-was-instructed-to-fix-myself-as-if-i-was-broken](http://mg.co.za/article/2006-08-29-pretoria-girls-high-school-pupil-i-was-instructed-to-fix-myself-as-if-i-was-broken)>]

1. Why were students told that they had to speak only English at the school? How is this related to power (in teachers and students) or lack of power (in teachers and students)?
2. What do you think were the reasons for conflict arising over how the girls were allowed to wear their hair?
3. What gave the educators a sense of power over students?
4. How did the students challenge this power and claim their own power?
5. Can you think of other ways that schools can negotiate taking into account multiple identities and how power is used?

### Activity 1.3



#### Why I must come out

Geena Rocero is a model and transgender advocate based in New York City. In her 2014 TedTalk she revealed it was the first time she had publicly revealed she was transgender. 'I want to do my best to help others live their truth without shame and terror.' The audience cheered her announcement; she received a thundering standing ovation, and her talk would go on to generate 2 million views online.

#### WATCH IT HERE:

<[https://www.ted.com/talks/geena\\_rocero\\_why\\_i\\_must\\_come\\_out](https://www.ted.com/talks/geena_rocero_why_i_must_come_out)>

#### A powerful poem about what it feels like to be transgender

Lee Mokobe is South African slam poet and co-founder of Vocal Revolutionaries. In his Ted Talk, Mokobe gives a soul-baring description of what it feels like to be transgender in a highly gendered culture.

#### WATCH IT HERE:

<[https://www.ted.com/talks/lee\\_mokobe\\_a\\_powerful\\_poem\\_about\\_what\\_it\\_feels\\_like\\_to\\_be\\_transgender](https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender)>



**Video 1 (Geena Rocero):**

Refer to the transcript in Appendix 1, 'Why I must come out'.

1. Describe the difference of the attitude towards transgenderism in the Philippines and the USA, and how this affected Geena's sense of empowerment.
2. Geena states that 'those who have the courage to break free from limitations imposed upon them are seen as a threat to the status quo'. Who imposes these limitations and why?
3. Before her Ted Talk, no one in Geena's professional and social circles knew her history. Why do you think she was so anxious about her 'big reveal'?
4. Geena describes receiving her California driver's licence as a powerful moment. Why did this mean so much to her?
5. Reflect on why the suicide rate for transgender teens is nine times higher than that of teens who identify with the gender assigned at birth.
6. Discuss the disempowerment felt by transgender teens and how you could attempt to address this.

**Video 2 (Lee Mokobe):**

Refer to the transcript in Appendix 2, 'A powerful poem about what it feels like to be transgender'.

1. List 4 elements of Mokobe's identity that you can establish through the poem.
2. Discuss the impact of these intersecting identities on his sense of power.
3. Mokobe asks to be fixed. What does this tell us about the way he had been taught to perceive himself?
4. Discuss why you think there was a change in reactions to his dressing like a boy as he grew up?
5. What is the significance of the names Mya Hall, Leelah Alcorn, Blake Brockington?

**Activity 1.4**

Privilege can be defined as a set of benefits or advantage given to people who fit into a specific group. Because privilege is inherent, we are often unaware of the privileges of our own situation. It's definitely easier to notice the oppression you personally experience than the privileges you experience because being mistreated is likely to leave a bigger impression on you than being treated fairly. Privilege leads to certain groups of people feeling disempowered in relation to others.

'#checkyourprivilege' became an online expression used mainly by social justice bloggers to remind others that the life they are born into comes with specific privileges that do not apply to all situations. The phrase also suggests that when considering another person's plight, one must acknowledge one's own inherent privileges and put them aside in order to attempt to gain a better understanding of the other person's situation.





**Molly Rose** @Molly\_Pavilonis · 13 Dec 2016

My dad just complained about having too much food in the fridge...  
#checkyourprivilege



1



3



**Clurr** @xtheredberetx · 20 Sep 2012

in **english** class talking about migrant farm workers. "why don't they just get better jobs?" #ignorantsuburbankids #checkyourprivilege



**Nadia** @nadiaiona · 15 Aug 2016

Overheard on tube. Posh white guy: 'They didn't speak one word of **English** in some parts of South America. It was awful'. #checkyourprivilege



**Anon Red Pill** @ShabnamPalesaMo · 16 Oct 2016

. Fact that there are people begging @ almost every place should not bother you. Poverty should bother you. #CheckYourPrivilege #SouthAfrica



**IAM** @IAM587 · 29 Mar 2016

#Educate yourself and #checkyourprivilege. **South Africa** still has a long way to go until the #RainbowNation. Read: [tinyurl.com/gn3xcmy](http://tinyurl.com/gn3xcmy)



2



1



**Robert Littleton** @RobDLittleton · 16 Dec 2016

Asking to end discrimination against women is not discriminatory against men...  
@PhilipDaviesMP #CheckYourPrivilege #IstanbulConvention



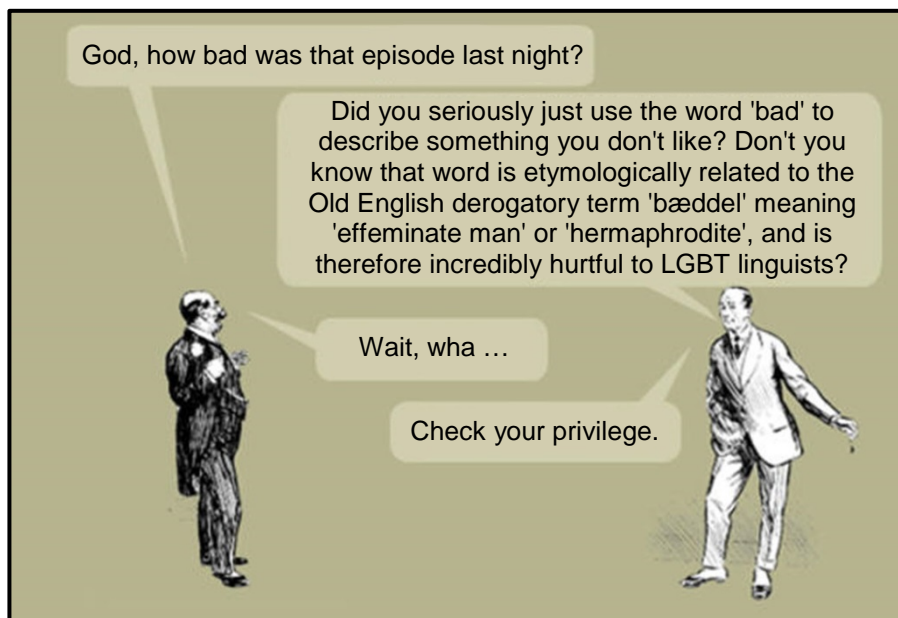
**Johnny C** @uze\_becky\_stan · Jan 2

Breaking the law when you're white is just like a Little Rascals episode. Boys will be boys after all... #checkyourprivilege



1. Create **three** of your own tweets under the above hashtag that stem from some of your everyday experiences.

As the use #checkyourprivilege gained online popularity, it came under a lot of criticism and the parody comments and memes began to appear. Example below:



[Source: <<http://knowyourmeme.com/memes/check-your-privilege>>]

2. Why do you think #checkyourprivilege came under so much criticism?
3. When a statement makes you feel uncomfortable, why is it easier to deal with it through humour as opposed to engaging meaningfully with the statement?
4. Discuss other situations where humour has been used to disempower others.

**COMMON ASSESSMENT TASK A: PART 1 (COMPULSORY)****QUESTION 2****MY COUNTRY: Democracy and leadership**

The South African Constitution is written in plain language that is also gender neutral. But perhaps the most notable aspect of the South African Constitution is that it aims to transform society and respond to our history of inequality and oppression. It is often described as one of the most advanced and progressive Constitutions in the world. The preamble specifically recognises the injustices of South Africa's history, honours those who worked for freedom and aims to heal the divisions of the past. The Constitution contains social rights and a substantive conception of equality, participatory governance, multiculturalism and historical self-consciousness. The socio-economic rights include the right to health care, food and housing, subject to the available resources of the State. The content of the Constitution was influenced in a large measure by both the public input as well as the deep involvement of civil society in the negotiation process. The Constitution also attempts to protect the continued involvement of the public and civil society in governance in various ways.

[Adapted from source: Jagwanth, S. 'Democracy, Civil Society and the South African Constitution: Some challenges', MOST Discussion Paper 65, UNESCO 2003]

**You have made your mark – now have your say**

When the final Constitution was being drafted, one of the most important reasons for the success of the process was the Constitutional Assembly's public awareness and education campaign. This campaign was designed to educate the public on constitutionalism and basic rights, as well as to elicit the views of the public on the content of the new Constitution. Several strategies were used during this campaign.



[Source: <<http://ryanhassebrook.files.wordpress.com/2008/10/south-africa1.jpg>>]

Thousands of public meetings were held, covering nearly every town and village in South Africa, both to educate and allow people to give feedback and make submissions on the content of the new Constitution. These meetings were advertised widely, especially through television and radio. Participatory workshops were organised in consultation with civil society. Members of the Constitutional Assembly participated extensively in this campaign, and travelled across the country – to townships, informal settlements, rural villages, churches, schools, etc. – to consult with the public about the constitutional making process. The media was also used extensively – over 10 million people a week listened to the constitutional assembly's show on the radio in one of the official languages and an estimated 160,000 people received a copy of the newsletter Constitutional Talk, also published in the 11 official languages, each fortnight.



In addition, an Internet site was also launched, providing information on the constitution-writing process. A Constitutional\_Talk Line was set up to enable people to make submissions over the telephone. Sectoral public meetings were held with about 200 organisations representing a number of diverse interest groups. An independent survey found that approximately 73 per cent of adult South Africans had been reached by the campaign. The Constitutional Assembly itself had the task of collecting and considering submissions from the public – including organs of civil society, ordinary individuals and political parties. Members of the public could make submissions in their own languages, and approximately 2,5 million written submissions were made. In the space of a few short years, South Africans made their mark by voting in the first democratic elections in 1994 in unprecedented numbers, followed shortly by having their say in the content of the new Constitution in numbers just as unprecedented. Cyril Ramaphosa, the chairperson of the Constitutional Assembly, summed it up as follows:

*'... in the end the drafting of the Constitution must not be the preserve of the 490 members of this Assembly. It must be the Constitution which [the people] feel they own, a Constitution that they know and feel belongs to them. We must therefore draft a Constitution that will be fully legitimate, a Constitution that will represent the aspirations of our people.'*

[Adapted from source: Jagwanth, S. 'Democracy, Civil Society and the South African Constitution: Some challenges', MOST Discussion Paper 65, UNESCO 2003]

### Activity 2.1 (Compulsory – Written Task)

1. Explain the significance of the title of this extract. (1)
2. From the text, identify **three** strategies that the Constitutional Assembly used to ensure that all South Africans had the opportunity of being included in the process. (3)
3. South Africa is a 'constitutional democracy'. What do you understand by this term? (2)
4. Why do you think there was such intense commitment to ensuring that all South Africans felt included in the making of the country's constitution? Give **two** reasons. (2)

Despite the massive public education campaign conducted during 1996, recent studies also reveal high levels of ignorance about the work of Parliament, the policy making process and human rights institutions. Levels of knowledge or ignorance about the Constitution are directly linked to low levels of Participation. There is also a link between levels of knowledge and socio-economic status. In a national survey conducted in August 2000, only a third of the respondents could provide an answer on the purpose of the Bill of Rights. 36% of those interviewed said that they had never heard of the Bill of Rights. The survey found that Africans were most likely not to have heard of the Bill of Rights at all (41%, compared with 13% of the white respondents). Levels of knowledge about the Constitutional Court were equally low. 69% of the respondents had either never heard of the Court or did not know what its main purpose was. This was also the case with regard to the State Institutions supporting Constitutional Democracy: 60% of the respondents had never heard of the South African Human Rights Commission or did not know what its main purpose was. This is a worrying trend, since the success of our democracy is at least partly dependent on the success of the constitutional provisions and these Chapter 9 institutions. Lack of knowledge of these institutions means that they are left to be used by the privileged sectors of society only.

[Adapted from source: Jagwanth, S. 'Democracy, Civil Society and the South African Constitution: Some challenges', MOST Discussion Paper 65, UNESCO 2003]

5. The ideal expressed in the Constitution is that we should all enjoy the benefits of Constitution equally. Why are some South Africans more empowered to benefit from the Constitution than others? Give two reasons, each explained in one or two sentences. (2)
6. Research what is meant by 'Chapter 9 Institutions'. Identify **two** of these institutions, name them and briefly explain their purpose. (4)
7. Why do you think our Constitution contains provision for Chapter 9 institutions, when there are courts of law (including the Constitutional Court) that South Africans can use to ensure that their rights are upheld? (2)

South Africans participate in their democracy, in the first instance, by voting for local, provincial and national governments. The electoral system is one of proportional representation, which means you vote for political parties rather than individual people.

8. Name **one** positive aspect and **one** negative aspect of a proportional representation system. (2)
9. What do you think is important for you to have knowledge of political parties before you vote in any election (local, provincial or national)? (2)

**[20 marks]**

## Activity 2.2

The Constitution intends government to be open and accountable, and it provides for on-going civil society participation through various mechanisms. The Treatment Action Campaign case study is a fine example of how civil society can engage with government and bring about change:

The Treatment Action Campaign was launched on 10 December 1998, by a small group of activists. The aim of the group was to ensure that equitable access to health care, and in particular medicines for HIV, is a human right. The TAC's leaders appreciated that HIV, albeit a virus, is a symptom of deeper social and political crisis that faces poor people. TAC's intention was to popularise and enforce what was loosely described as 'the right of access to treatment' through a combination of protest, mobilisation and legal action.

TAC used marches, as well as a countrywide campaign of civil disobedience, to pressure the state to deliver a national treatment plan and antiretroviral programme. The pressure was primarily directed at Health Minister, Tshabalala-Msimang, and Trade and Industry Minister, Alec Erwin.

'What civil disobedience means is that we accept government, we accept the legitimacy of government and we want to change its policy. But we are prepared to sacrifice to change that policy, and the sacrifice we make is being prepared to go to jail,' explains Zackie Achmat, leader of TAC.

[Adapted from source: <[https://en.wikipedia.org/wiki/Treatment\\_Action\\_Campaign](https://en.wikipedia.org/wiki/Treatment_Action_Campaign)> and <[www.tac.org.za/files/10\\_yearbook](http://www.tac.org.za/files/10_yearbook)> Accessed 01 January 2017]

Parallel to the activist campaigns, the TAC also used the courts in an attempt to oblige the state to provide treatment for people infected with HIV – the High Court, the Supreme Court of Appeal and finally the Constitutional Court. Ultimately, the TAC won its case in all three courts, government changed its policy on HIV/AIDS and South Africa now has one of the most comprehensive and successful HIV/AIDS treatment programmes in the world. This is an important example of how, in South Africa, civil society can change government policy and how the Constitution protects civil society's right to engage government.

1. Describe in your own words what is meant by the term 'civil disobedience' and explain how it can be used to challenge the existing order/power.
2. Give one other example (in the last 20 years) of group(s) using similar strategies to the TAC's activist strategies to bring about change in government policy in South Africa.
3. The TAC used activism and a very long legal battle to achieve a change in government policy. If they were so successful, why do you think not all interest groups simply copy their strategy?

### QUESTION 3

#### MY WORLD: Democracy, Leadership and Power

##### Trump and Brexit shock the system

The year 2016 has witnessed the most dramatic electoral exercises of the 21st century – Brexit – the referendum that saw Britain voting to leave the European Union; and now Donald Trump voted into the White House.

They were mass rejections of the existing political order, where expertise and facts were rubbished and ignored. The optimistic slither of hope is that the young largely did not vote for either. This was no youth revolution.

Worryingly both campaigns exposed just how bitterly divided these two nations are. They are not alone. Bigotry, hatred and racism were the jet fuel in both campaigns, but in particular Trump's. Racism was an electoral asset. In Britain, although the remain campaign had no winning answer to the fear of refugees and immigrants and increasing anti-Muslim sentiment, it never even started to plumb the depths of Trump's rallies.

It will be open season on liberal values and human rights. Historic struggles that many liberals assumed they had as good as won on racism and sexism have regressed decades. Walls that had been taken down are going back up, the worst walls being those in the minds of too many far right foot soldiers.

Yet progressives must learn some painful lessons. Too many people have been left behind, see globalisation as a threat and are scared of losing their core identity. Both in the US, in Britain and across much of the rest of Europe huge swathes of the population cherish change. These voters will not just automatically return into the arms of centrist parties when the far right fails. Fresh vision and leadership is required that can deliver real and lasting change.



[Adapted from source: <<http://english.alarabiya.net/en/views/news/middle-east/2016/11/10/Trump-and-Brexit-shock-the-system.html>>]

### Activity 3.1

1. In relation to BOTH the Brexit and American Presidential votes, discuss the significance of the 'expertise and facts were rubbished' (paragraph 2).
2. Do the outcomes of both these votes imply that there has been a shift in power between leadership and the people? Discuss.
3. Identify examples of a similar shift in South Africa and in other countries elsewhere.
4. Discuss what the author meant by the statement, 'It will be open season on liberal values and human rights' (paragraph 4).
5. Explain the connection between the first two sentences of the last paragraph.
6. The last sentence is one of aspiration and hope. 'Fresh vision and leadership is required that can deliver real and lasting change.'
  - (a) Identify **three** things that you would like to see as part of a fresh vision for your future, as a global citizen.
  - (b) Identify **two** ways in which the leaders of the future should be different from the leaders of today.

#### The filter bubble isn't just Facebook's fault – it's yours.

Following the shock results of Brexit and the Trump victory, a lot of attention has focused on the role that Facebook might have played in creating online political ghettos in which false news can easily spread. Facebook now has serious political influence thanks to its development from a social networking tool into a primary source of news and opinions.

And for many, the way it manages this influence is in need of greater scrutiny. But to put the blame solely on the company is to overlook how people use the site, and how they themselves create a filter bubble effect through their actions.

Much of this debate has focused on the design of Facebook itself. The site's personalisation algorithm, which is programmed to create a positive user experience, feeds people what they want. This creates what the CEO of viral content site Upworthy, Eli Pariser, calls 'filter bubbles', which supposedly shield users from views they disagree with. People are increasingly turning to Facebook for their news – 44% of US adults now report getting news from the site – and fake news is not editorially weeded out. This means that misinformation can spread easily and quickly, hampering the chance people have for making informed decisions.



[Source: <<https://www.theguardian.com/commentisfree/2016/sep/29/trump-clinton-media-left-right-democracy>>]

[Source: <<https://brignews.com/2016/12/03/living-in-the-political-bubble-of-social-media>>]



**'Post-truth' named word of the year by Oxford Dictionaries**

Oxford Dictionaries' word of the year is intended to 'reflect the passing year in language' and in the era of Donald Trump and Brexit, Oxford Dictionaries has declared 'post-truth' to be its international word of the year.

## post-truth

### ADJECTIVE

Relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief:

*'in this era of post-truth politics, it's easy to cherry-pick data and come to whatever conclusion you desire'*

*'some commentators have observed that we are living in a post-truth age'*

[Source: <<https://en.oxforddictionaries.com/definition/post-truth>>]

**Activity 3.2**

1. Discuss the statement; 'Facebook now has serious political influence thanks to its development from a social networking tool into a primary source of news and opinions' (first paragraph).
2. How do the people we are friends with on Facebook and other social media sites influence how we form our opinions and judgements?
3. Why is it important for us to understand the 'bubble' that we create around ourselves?
4. What strategies can we use to balance the effect of our 'bubble'?
5. Take a critical look at one of the social media sites you use (Youtube, Facebook, Twitter, etc.). If you can see evidence of a filter bubble, identify how you have created it and suggest how this could be balanced.
6. What does the word 'post-truth' mean to you? Can you find examples of what is referred to in the quote – from your family, your social group?
7. What is the significance of the Oxford Dictionaries' selection of the word of the year 2016 'post-truth'.
8. Does the acceptance of a 'post-truth' society affect sources of power in society? Discuss.

## COMMON ASSESSMENT TASK A: PART 2 (FINAL ASSESSMENT TASK)

Every year, the *Mail & Guardian* scours the country to find noteworthy and newsworthy young South Africans to profile in its annual 200 Young South Africans publication.

This list shows that this country offers examples of excellence and trailblazing creativity in the arts, media, business, science, technology, research and social justice. You will see individuals in almost every arena who are taking the lead in striving to improve the lives of others, and especially those of the next generation.

Since 1998 Time Magazine has similarly published a *100 Most Influential People of the Year* edition. Year in and out this proves to be their highest selling edition. Individuals named in 2016 ranged from Vladimir Putin to Ariana Grande. The categories are Titans, Icons, Leaders, Artists and Pioneers.

An important difference between the two is that *Time* notes people of influence – positive or negative, whereas *Mail & Guardian* notes only positive leadership.

Lists of this nature are only as good as the research and support behind them. In this section, you will compile your personal list of people you believe are contributing to building a better world.

### Instructions:

1. Using the different sections of this booklet, 'My Life', 'My Country', 'My World', identify **three** individuals that you consider to be leaders. You should identify one person in each section.
2. Research each of these people in order to develop an understanding of their power as leaders and the wider impact they have. Your research must address each of the following:
  - (a) Identify these people. Provide a description of who they are and what it is they do.
  - (b) Describe their impact now and their potential impact in the future.
  - (c) Explain what you believe is the source of their power and leadership.
  - (d) Reflect on why you find these people inspiring.

## FORMAT OF SUBMISSION

Your response should take the following form:

- Create a visual diary. (A visual diary, which combines both text and images, is a collection of ideas and thought processes around a particular concept or topic.)
- Your text and images should be integrated with each other and must clearly convey your response to Question 1 and Question 2, for each individual you have chosen.
- Your visual diary may take the form of a written copy, artistic response, documentary film, or may be done in electronic format. Work to your own strength.
- A minimum of nine visuals (three per person), which serve to complement the text and convey your understanding of power and leadership, must be included. (You may use more than nine visuals.)
- Your text must consist of 600–900 words (200–300 words per person). You must include a word count for each person you have identified.
- Your reference list must be included in your visual diary. In compiling this list, you must use an academically recognised referencing format.

**[30 marks]**

**Total: 50 marks**

**LIFE ORIENTATION CAT PART A: VISUAL DIARY RUBRIC**

<b>Identification of three individuals the learner considers to be leaders</b>	<b>6 marks</b>	<b>4–5 marks</b>	<b>2–3 marks</b>	<b>0–1 marks</b>
The learner identifies a person they consider to be a leader for each of the three sections. The learner has provided a description of who each person is and their background.	The learner identifies a person they consider to be a leader for each of the three sections. They have provided a clear and concise description of who each person is and their background. The learner's selection is comprehensive, demonstrating thorough research.	The learner identifies a person they consider to be a leader for each of the three sections. The learner has provided a largely detailed description of who each person is and their background. While there is evidence of research, greater detail is required in one or more of the examples provided.	The learner identifies a person they consider to be a leader for each of the three sections. However, the descriptions of the selected persons and their background lack detail and are vague in places, in one or more of the examples. There is little or no evidence research.	The learner attempts to identify a person they consider to be a leader for each of the three sections. However, the description of who is each person is and their background is superficial or inadequate. <b>OR</b> The learner has not provided evidence of an attempt to identify a person they consider to be a leader for each of the three sections. <b>OR</b> Fewer than three people identified.
<b>Description of impact of each individual currently and potential in the future</b>	<b>6 marks</b>	<b>4–5 marks</b>	<b>2–3 marks</b>	<b>0–1 marks</b>
The learner has described the impact each of the people identified has on their sphere of influence, as well as their potential impact for the future.	The learner has described clearly the impact that each of the people identified has on their sphere of influence as well as their potential impact for the future. The description by the learner is detailed, insightful and evidences a clear understanding of leadership impact.	The learner has described the impact that each of the people identified has on their sphere of influence, as well as their potential impact for the future. The description by the learner is detailed in some places but requires further development in one or more instances.	The learner's description of the impact that each of the people identified has on their sphere of influence, as well as their potential impact for the future is vague. The description lacks insight and requires greater detail.	The learner's description of the impact that each of the people identified has on their sphere of influence, as well as their potential impact for the future is simplistic and inadequate. <b>OR</b> The learner has not described the impact that each of the three people has on their sphere of influence, as well as their potential impact for the future. <b>OR</b> The learner has only described the impact that each of the people identified has on their current sphere of influence or potential impact for the future, but not both.

<b>Investigation into the individual's source of power and leadership</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>0–1 marks</b>
Learner displays an awareness of the different forms of power and effectiveness of leadership styles.	Learner displays depth and sensitivity in understanding sources of power. Learner demonstrates an understanding of the effectiveness of each person as a leader.	Learner accurately identifies each person's sources of power. Understanding of sources of power and effectiveness of each person as a leader require more detail and further development.	Learner attempts to identify the sources of power and explain the effectiveness of each person as a leader. Learner's explanation is vague and lacks depth.	Learner attempts to identify sources of power and explain effectiveness as a leader. Attempt is simplistic and superficial. <b>OR</b> Learner identifies either sources of power or effectiveness as a leader, but not both <b>OR</b> Learner has not identified sources of power and explained effectiveness as a leader for each of the three people
<b>Reflection</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>0–1 marks</b>
Learners' reflection on why they find each individual inspiring.	Learner provides insightful reflection on why they find each individual inspiring. The learner's account is logical, detailed and sophisticated.	Learner provides some insightful reflection on why they find each individual inspiring although greater analysis is required.	Learner has attempted to provide insight as to why they find each individual inspiring. However, greater detail and analysis to support the reflection is required.	Learner provides little or no insight as to why they find each individual inspiring. The reflection lacks logic and detail. <b>OR</b> Learner does not provide reflection on all three of the individuals identified.
<b>The visuals and text complement each other and enhance the learner's perspective</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>
The learner integrates the visuals and text within each outcome and across outcomes so as to enhance communication of his/her perspective.	The visuals and text are complementary. There is a powerful connection between visuals and text, both within each of the above four outcomes and across the task as a whole.	The visuals and text are complementary. The learner's response is thoughtful but lacks insight and detail in places.	The connection between the visual and text is superficial or repetitive. The learner's response is limited and there is significant scope for development insight.	There are no images or there is no connection between the visuals and text and the selection of images does not add to the task as a whole.
<b>Length of text</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>
Length of text and word count	Text is between 600 and 900 words <b>And</b> an accurate word count is included.	Text is less than 600 words or more than 900 words <b>And</b> an accurate word count is included.	There is text but no accurate word count is included.	There is no text.



<b>Visuals</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>
Inclusion of visuals	Nine or more visuals have been included.	Fewer than nine visuals have been included.	No visuals have been included.
<b>Referencing</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>
Sources and reference list	A reference list has been included in the correct format.	A reference list has been included but there are errors in format.	A reference list has not been included.

## APPENDIX 1

### Transcript 1 – 'Why I must come out'

By Geena Rocero



The world makes you something that you're not, but you know inside what you are, and that question burns in your heart: How will you become that? I may be somewhat unique in this, but I am not alone, not alone at all. So when I became a fashion model, I felt that I'd finally achieved the dream that I'd always wanted since I was a young child. My outside self finally matched my inner truth, my inner self. For complicated reasons which I'll get to later, when I look at this picture, at that time I felt like, Geena, you've done it, you've made it, you have arrived. But this past October, I realised that I'm only just beginning. All of us are put in boxes by our family, by our religion, by our society, our moment in history, even our own bodies. Some people have the courage to break free, not to accept the limitations imposed by the colour of their skin or by the beliefs of those that surround them. Those people are always the threat to the status quo, to what is considered acceptable.

1:38 In my case, for the last nine years, some of my neighbours, some of my friends, colleagues, even my agent, did not know about my history. I think, in mystery, this is called the reveal. Here is mine.

1:59 I was assigned boy at birth based on the appearance of my genitalia. I remember when I was five years old in the Philippines walking around our house, I would always wear this t-shirt on my head. And my mom asked me, 'How come you always wear that t-shirt on your head?' I said, 'Mom, this is my hair. I'm a girl.' I knew then how to self-identify.

2:26 Gender has always been considered a fact, immutable, but we now know it's actually more fluid, complex and mysterious. Because of my success, I never had the courage to share my story, not because I thought what I am is wrong, but because of how the world treats those of us who wish to break free. Every day, I am so grateful because I am a woman. I have a mom and dad and family who accepted me for who I am. Many are not so fortunate.

3:11 There's a long tradition in Asian culture that celebrates the fluid mystery of gender. There is a Buddhist goddess of compassion. There is a Hindu goddess, *hijra* goddess. So when I was eight years old, I was at a fiesta in the Philippines celebrating these mysteries. I was in front of the stage, and I remember, out comes this beautiful woman right in front of me, and I remember that moment something hit me: That is the kind of woman I would like to be. So when I was 15 years old, still dressing as a boy, I met this woman named T.L. She is a transgender beauty pageant manager. That night she asked me, 'How come you are not joining the beauty pageant?' She convinced me that if I joined that she would take care of the registration fee and the garments, and that night, I won best in swimsuit and best in long gown and placed second runner up among 40-plus candidates. That moment changed my life. All of a sudden, I was introduced to the world of beauty pageants. Not a lot of people could say that your first job is a pageant queen for transgender women, but I'll take it.

4:31 So from 15 to 17 years old, I joined the most prestigious pageant to the pageant where it's at the back of the truck, literally, or sometimes it would be a pavement next to a rice field, and when it rains – it rains a lot in the Philippines – the organisers would have to move it inside someone's house. I also experienced the goodness of strangers, especially when we would travel in remote provinces in the Philippines. But most importantly, I met some of my best friends in that community.

5:05 In 2001, my mom, who had moved to San Francisco, called me and told me that my green card petition came through, that I could now move to the United States. I resisted it. I told my mom, 'Mom, I'm having fun. I'm here with my friends, I love traveling, being a beauty pageant queen.' But then two weeks later she called me, she said, 'Did you know that if you move to the United States you could change your name and gender marker?' That was all I needed to hear. My mom also told me to put two E's in the spelling of my name. She also came with me when I had my surgery in Thailand at 19 years old. It's interesting, in some of the most rural cities in Thailand, they perform some of the most prestigious, safe and sophisticated surgery. At that time in the United States, you needed to have surgery before you could change your name and gender marker. So in 2001, I moved to San Francisco, and I remember looking at my California driver's licence with the name Geena and gender marker F. That was a powerful moment. For some people, their I.D. is their licence to drive or even to get a drink, but for me, that was my licence to live, to feel dignified. All of a sudden, my fears were minimised. I felt that I could conquer my dream and move to New York and be a model.

6:40 Many are not so fortunate. I think of this woman named Islan Nettles. She's from New York, she's a young woman who was courageously living her truth, but hatred ended her life. For most of my community, this is the reality in which we live. Our suicide rate is nine times higher than that of the general population. Every November 20, we have a global vigil for Transgender Day of Remembrance. I'm here at this stage because it's a long history of people who fought and stood up for injustice. This is Marsha P. Johnson and Sylvia Rivera. Today, this very moment, is my real coming out. I could no longer live my truth for and by myself. I want to do my best to help others live their truth without shame and terror. I am here, exposed, so that one day there will never be a need for a November 20 vigil.

7:54 My deepest truth allowed me to accept who I am. Will you?

8:02 Thank you very much.

8:04 (Applause) Thank you. Thank you. Thank you. (Applause)

8:13 Kathryn Schulz: Geena, one quick question for you. I'm wondering what you would say, especially to parents, but in a more broad way, to friends, to family, to anyone who finds themselves encountering a child or a person who is struggling with and uncomfortable with a gender that's being assigned them, what might you say to the family members of that person to help them become good and caring and kind family members to them?

8:37 Geena Rocero: Sure. Well, first, really, I'm so blessed. The support system, with my mom especially, and my family, that in itself is just so powerful. I remember every time I would coach young trans women, I would mentor them, and sometimes when they would call me and tell me that their parents can't accept it, I would pick up that phone call and tell my mom, 'Mom, can you call this woman?' And sometimes it works, sometimes it doesn't,

so — But it's just, gender identity is in the core of our being, right? I mean, we're all assigned gender at birth, so what I'm trying to do is to have this conversation that sometimes that gender assignment doesn't match, and there should be a space that would allow people to self-identify, and that's a conversation that we should have with parents, with colleagues. The transgender movement, it's at the very beginning, to compare to how the gay movement started. There's still a lot of work that needs to be done. There should be an understanding. There should be a space of curiosity and asking questions, and I hope all of you guys will be my allies.

9:47 KS: Thank you. That was so lovely. GR: Thank you.

9:49 (Applause)

[Adapted from source: <[https://www.ted.com/talks/geena\\_rocero\\_why\\_i\\_must\\_come\\_out/transcript?language=eng](https://www.ted.com/talks/geena_rocero_why_i_must_come_out/transcript?language=eng)>]

## APPENDIX 2

### Transcription 2 – 'A powerful poem about what it feels like to be transgender'

By Lee Mokobe

0:00 The first time I uttered a prayer was in a glass-stained cathedral.  
0:17 I was kneeling long after the congregation was on its feet,  
0:20 dip both hands into holy water,  
0:22 trace the trinity across my chest,  
0:24 my tiny body drooping like a question mark  
0:27 all over the wooden pew.  
0:29 I asked Jesus to fix me,  
0:32 and when he did not answer  
0:34 I befriended silence in the hopes that my sin would burn  
0:37 and salve my mouth would dissolve like sugar on tongue,  
0:40 but shame lingered as an aftertaste.  
0:42 And in an attempt to reintroduce me to sanctity,  
0:45 my mother told me of the miracle I was,  
0:48 said I could grow up to be anything I want.  
0:51 I decided to be a boy.  
0:55 It was cute.  
0:56 I had snapback, toothless grin,  
0:58 used skinned knees as street cred,  
0:59 played hide and seek with what was left of my goal.  
1:02 I was it.



1:03 The winner to a game the other kids couldn't play,  
1:05 I was the mystery of an anatomy,  
1:07 a question asked but not answered,  
1:09 tight-roping between awkward boy and apologetic girl,  
1:13 and when I turned 12, the boy phase wasn't deemed cute anymore.  
1:18 It was met with nostalgic aunts who missed seeing my knees in the shadow of skirts,  
1:24 who reminded me that my kind of attitude would never bring a husband home,  
1:28 that I exist for heterosexual marriage and child-bearing.  
1:32 And I swallowed their insults along with their slurs.  
1:35 Naturally, I did not come out of the closet.  
1:38 The kids at my school opened it without my permission.  
1:41 Called me by a name I did not recognise,  
1:43 said 'lesbian,'  
1:45 but I was more boy than girl, more Ken than Barbie.  
1:47 It had nothing to do with hating my body,  
1:49 I just love it enough to let it go,  
1:52 I treat it like a house,  
1:53 and when your house is falling apart,  
1:55 you do not evacuate,  
1:56 you make it comfortable enough to house all your insides,  
2:00 you make it pretty enough to invite guests over,  
2:02 you make the floorboards strong enough to stand on.  
2:06 My mother fears I have named myself after fading things.  
2:11 As she counts the echoes left behind by Mya Hall, Leelah Alcorn, Blake Brockington.  
2:17 She fears that I'll die without a whisper,  
2:19 that I'll turn into "what a shame" conversations at the bus stop.  
2:22 She claims I have turned myself into a mausoleum,  
2:25 that I am a walking casket,  
2:27 news headlines have turned my identity into a spectacle,  
2:30 Bruce Jenner on everyone's lips while the brutality of living in this body  
2:33 becomes an asterisk at the bottom of equality pages.  
2:37 No one ever thinks of us as human  
2:40 because we are more ghost than flesh,  
2:42 because people fear that my gender expression is a trick,



2:45 that it exists to be perverse,  
2:47 that it ensnares them without their consent,  
2:49 that my body is a feast for their eyes and hands  
2:52 and once they have fed off my queer,  
2:54 they'll regurgitate all the parts they did not like.  
2:57 They'll put me back into the closet, hang me with all the other skeletons.  
3:01 I will be the best attraction.  
3:04 Can you see how easy it is to talk people into coffins,  
3:07 to misspell their names on gravestones.  
3:09 And people still wonder why there are boys rotting,  
3:12 they go away in high school hallways  
3:14 they are afraid of becoming another hashtag in a second  
3:17 afraid of classroom discussions becoming like judgment day  
3:21 and now oncoming traffic is embracing more transgender children than parents.  
3:28 I wonder how long it will be  
3:29 before the trans suicide notes start to feel redundant,  
3:33 before we realise that our bodies become lessons about sin  
3:37 way before we learn how to love them.  
3:39 Like God didn't save all this breath and mercy,  
3:43 like my blood is not the wine that washed over Jesus' feet.  
3:46 My prayers are now getting stuck in my throat.  
3:51 Maybe I am finally fixed,  
3:54 maybe I just don't care,  
3:56 maybe God finally listened to my prayers.  
4:01 Thank you. (Applause)

[Adapted from source: <[https://www.ted.com/talks/lee\\_mokobe\\_a\\_powerful\\_poem\\_about\\_what\\_it\\_feels\\_like\\_to\\_be\\_transgender/transcript?language=eng](https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender/transcript?language=eng)>]