CAMBRIDGE
International Education

Cambridge International AS & A Level

GLOBAL PERSPECTIVES AND RESEARCH **9239/13**

Paper 1 Written Exam **May/June 2025**

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles
(for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

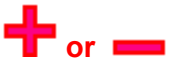
Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	**Correct, creditworthy point**. Used in **Question 1** only.
	**Incorrect point.** Used in **Question 1** only
	**Identify type of evidence. (**Without an example) Used in **Q2** (AO1a)
	**Example of type of Evidence.** Used in **Q2** (AO1a)
	**Strength or weakness of evidence** recognised but with limited explanation**.** Used in **Q2** (AO1b)
	**Strength or weakness of evidence** clearly explained. Used in **Q2** (AO1b)
	**Impact of evidence** is asserted and not explained. Used in **Q2** (AO1c)
	**Shows undeveloped point**. Added to other annotations (EVAL, P, J and U in **Q2** and **Q3**)
	**Evaluation of impact of evidence** on argument/perspective and includes a judgement**.** Used in **Q2** (AO1c)

Annotation	Meaning
K	**Identification of key component of argument.** Used in **Q3** (AO1a)
C	**Comparison of key components** from both documents. Used in **Q3** (AO1a)
P	**Identification of perspectives** with limited description**.** Used in **Q3** (AO1b)
PD	**Analyses by comparing and describing perspectives in both documents.** Used in **Q3** (AO1b)
PE	**Analyses by comparing and explaining perspectives in both documents.** Used in **Q3** (AO1b)
ND	**Unsupported evaluation of argument.** Used in **Q3** (AO1c)
EVAL	**Evaluation of argument** in both documents**.** Used in **Q3** (AO1c)
U	**Unsupported judgement.** Used in **Q3** (AO1d)
J	**Supported judgement.** Used in **Q3** (AO1d). Can also be used in Q2
S	**Structured argument** Used in **Q3** (AO3)
NAQ	**Not answering the question.**
REP	**Repetition.** When repeating a point as a summary or simply stating another example that does not develop the evaluation.
SEEN	To show that answers/pages have been assessed.
	On Page Comment. Used where necessary to clarify a decision.

Instructions for examiners

Question 1 assesses AO1 skills.
Question 2 assesses AO1 skills.
Question 3 assesses AO1 and AO3 skills.
Question 1 is points marked using ✓ or ✗. Answers to **Question 1** can be brief, using short sentences or bullet points.

Answers to **Question 2** and **Question 3** should be written in continuous prose.

For **Question 2** and **Question 3** annotate clearly in the left-hand margin according to the specific instructions provided.

Refer to the marking grid at the end of each question to award a mark based on the annotations for each aspect (e.g. AO1a). Record the mark for each aspect (e.g. AO1a) in the right-hand marking panel on RM Assessor.

Indicative content or exemplar responses are provided as a guide. Inevitably, the mark scheme cannot cover all responses that candidates may make for all the questions. In some cases, candidates may make responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their relevance and quality.

The definition of **perspective** used in this syllabus is: a perspective is a coherent world view which is a response to an issue. It is made up of argument, evidence, assumptions and may be influenced by a particular context.

Question	Answer	Marks
1(a)	**The author of Document A discusses the potential impact of lithium mining on employment in Cornwall, UK.** **Identify <u>two</u> problems with employment in the tourism industry, as given by the author of Document A.** The question assesses AO1. Answers to **Question 1** can be brief, using short sentences or bullet points. Show a correct answer with ✓ in the text, up to a maximum of two marks. • <u>Seasonal</u> work/employment/jobs • Low-waged employment/low wages/average Cornish salary is lower than UK national average/low salary Do not accept: • Long-term employment • well-paid employment • provides desperately needed income	**2**

Question	Answer	Marks
(1b)	**The author of Document B discusses the impact of lithium extraction in Chile.** **Identify three specific changes proposed by the NRDC report, as given by the author of Document B.** The question assesses AO1. Answers to **Question 1** can be brief, using short sentences or bullet points. Show a correct answer with ✓ in the text, up to a maximum of three marks. • Making (lithium-ion) batteries longer-lasting • Recycling metals/batteries • Ban on the evaporation method (of lithium extraction)/ stop the brine evaporation method Do not accept: • The need for clean tech • Stopping the Maricunga development • Protect indigenous community rights	**3**

Question	Answer	Marks

There are three aspects to consider when marking the answer:

- **Identify evidence (AO1a).** Candidates should identify a range of types of evidence and give examples. Annotate with **T** if no example given or **EG** if type is given **and** exemplified.

T	**Identify type of evidence. (**Without an example)
EG	**Example of type of evidence.**

- **Analyse strengths and weaknesses of evidence (AO1b).** Candidates should analyse both strengths and weaknesses of a range of evidence used by the author including an explanation. For **limited** explanation use **+** for strength and **–** for weakness. For clear explanation use **EXP**

+	**Strength of evidence** recognised but with limited explanation**.**
-	**Weakness of evidence** recognised but with limited explanation**.**
EXP	**Strength or weakness of evidence** clearly explained.

- **Evaluate evidence (AO1c).** Impact of evidence may be **asserted** and not explained **(A)** Evaluation may be **attempted** but not explained **(I ^)** [**I** and **^** are two separate annotations on RM]. Candidates **explain** the impact of evidence on the author's argument/perspective [**I**] and include a **judgement** of its effectiveness. **(I J)**

A	**Impact of evidence** is asserted and not explained.
I ^	**Shows undeveloped point of evaluation.** Evaluation attempted but not explained.
I	**Evaluation of impact of evidence** on argument/perspective**.**
I J	**Evaluation of impact of evidence** on argument/perspective and includes judgement**.**

Marking grid for Question 2
Examiners should allocate a mark for each aspect (AO1a, AO1b, AO1c), using the mark descriptors and required annotations.

AO1 Research, analysis and evaluation

AO1a Identify evidence	**Mark**	**Annotations**
Identifies a wide range of different types of evidence with examples	5	4 **EG** or more
Identifies a range of different types of evidence with examples	4	3 **EG**
Identifies a limited range of different types of evidence with examples	3	2 **EG**
Identifies a limited range of evidence, using different types **or** examples	2	2**T** **or** 1**EG**
Identifies one type of evidence	1	1**T**
Identification of evidence is not present. No creditable material.	0	No **T** or No **EG**

AO1b Analyse strengths and weaknesses of evidence	**Mark**	**Annotations**
Analyses strengths and weaknesses of a wide range of evidence with clear explanation	5	2 **+** (or more) and 2 **–** (or more) with 2 or more **EXP**
Analyses strengths and weaknesses of a range of evidence with clear explanation	4	2 **+** (or more) and 1 **–** (or more) (**or opposite**) with 1 **EXP**
Analyses strengths and weaknesses of a range of evidence with limited explanation	3	2 **+** (or more) and 1 **–** (or more) (**or opposite**) with 0 **EXP**
Analyses strengths or weaknesses of a range of evidence with limited explanation	2	[2**+**] **or** [2**-**] **or** [1**+** **and** 1**-**]
Explanation of strengths **or** weaknesses of evidence is limited	1	[1**+**] **or** [1**-**]
No analysis is present. No creditable material	0	No **+** **or** **–** **or** **EXP**

AO1c Evaluate evidence	**Mark**	**Annotations**
Evaluation includes explanation of the impact of evidence on the argument/perspective and makes a range of reasoned judgements	5	**2 I** (or more) **and I J**
Evaluation includes explanation of the impact of evidence on the argument/perspective and make a reasoned judgement	4	**2 I** (or more)
Evaluation includes an explanation of the impact of evidence on the argument/perspective	3	**1 I**
Evaluation is attempted but lacks clarity, and the impact of evidence on the argument/perspective is not explained	2	**1 I ^** (or more)
The impact of evidence on the argument/perspective is asserted and not explained	1	**1 A** (or more)
No evaluation is present. No creditable material	0	No **A, I^, I or I J**

Examiners allocate a mark for each aspect (AO1a, AO1b, AO1c), using the mark descriptors and required annotations.

Question	Answer	Marks
2	**Assess the strengths and weaknesses of the evidence used by the author of Document A to support their argument about lithium mining in Cornwall, UK.** **In your answer, include the impact of the evidence on the author's argument.** **Indicative content** No set answer is expected, and examiners should be flexible in their approach. Candidates may include some of the following indicative content. • *[annotated example]* **Relevant Sources (T)** Using information from a representative of Cornish Lithium (Neil Elliot) (**EG**), the evidence links specifically to the issue being discussed **(+)**. The author offers a direct quotation from Neil Elliot so readers know the words have not been changed. The audience can have greater confidence in the evidence because the author spoke directly to the source extracting first-hand information (**I**). **Strengths** 1 **Precise data** *(e.g. 21 000 tonnes, 20 000–30 000 tonnes)* 2 **First-hand sources, experts** *(e.g. Neil Elliot, from Cornish Lithium, Dr Loveday Jenkin, a local councillor)* 3 **Local sources** *(one Cornish climate activist, Dr Loveday Jenkin, a local councillor)* 4 **Named sources** (*British Lithium and Cornish Lithium).* 5 **Relevant and relatable examples** *(your smartphone and laptop, Chile, Argentina, and China)* 6 **Global examples (***Chile, Argentina, and China and Cornwall)* 7 **Range or variety of sources** (*e.g. statistical data, anecdotal examples)* 8 **Specific dates** *(e.g. 2026, for 25 years)* 9 **Knowledgeable author – first-hand experience of Cornwall** *(e.g. Lucie Akerman, author is a freelance journalist living in Cornwall)* 10 **Neutrality of publication (linked to evidence in document)** *(Novara Media is an independent media organisation.so the evidence they provide should be neutral or researched without bias)* 11 **Long – term historical example** *(e.g. old historical folk song…sang folk musician Roger Bryant)* 12 **Direct quotes** *(Neil Elliot, Cornish climate activist, Dr Loveday Jenkin)*	**15**

Question	Answer	Marks
2	**Weaknesses** 1 **Lack of balanced evidence** *(most evidence supports the same view)* 2 **Imprecise dates** *(e.g. 'Within three to five years')* 3 **Some imprecise figures** *(21 000 tonnes, 20 000–30 000 tonnes seem like rounded figures)* 4 **Biased sources/vested interest of sources to gain something** *(one Cornish climate activist, Dr Loveday Jenkin, a local councillor, Neil Elliot, from Cornish Lithium)* 5 **Unsourced data** *(average Cornish salary is £10 000)* 6 **Imprecise data/Use of averages or predictions** *(plans to produce 20 000–30 000, British Lithium expects to begin, average Cornish salary)* 7 **Unnamed source** *(Cornish climate activist, who didn't want to be named)* 8 **Lack of known expertise** *(Neil Elliot, from Cornish Lithium – we have no idea what his role actually is)* 9 **Vague reference to evidence, not substantiated** *(many local people believe.)*	

Question	Answer	Marks

Instructions for Question 3

The question assesses AO1 (Research, analysis and evaluation) and AO3 (Communication).

Answers should be written in continuous prose. There is no requirement for candidates to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessment made.

A perspective is made up of argument, evidence and assumptions and may be influenced by a particular context.

Annotate clearly in the left-hand margin according to the instructions provided below.

There are five aspects to consider when marking the answer:

- **Identify and compare key components of arguments (AO1a).** Candidates should identify a range of key components of arguments from both documents. Annotate with **K** if key component is identified for one document and **C** if key component is compared for both documents.

K	**Identification of key component of argument** for one document
C	**Comparison of key components** from both documents.

- **Analyse and compare perspectives (AO1b).** Candidates should analyse by identifying, describing and explaining the perspectives given in both documents. **Identification only** (**P ^**), identification with **limited description** (**P**), **comparing** and **describing** in **both** documents (**PD**) and **comparing** and **explaining** in **both** documents (**PE**).

P ^	**Identification of perspectives** with no description**.**
P	**Identification of perspectives** with limited description**.**
PD	**Analyses by comparing and describing perspectives in both documents.**
PE	**Analyses by comparing and explaining perspectives in both documents.**

Question	Answer	Marks

- **Evaluate arguments (AO1c).** Candidates should aim to evaluate key components of arguments with clearly illustrated and balanced reference to **both documents**. Evaluation may be **unsupported** (asserted) (**ND**). Evaluation includes illustration with reference to both documents. (**EVAL**)

ND	**Unsupported evaluation of argument.**
EVAL	**Evaluation of argument** in both documents**.**

- **Judgement about argument and perspective (AO1d).** Candidates should aim to give a reasoned and supported answer which includes intermediate conclusions and a main conclusion. The judgement may be **unsupported** (**U ^ or U**)**, partly supported** (**J ^**) **or clearly reasoned and supported** (**J**)

U ^	**Unsupported judgement** – stated only
U	**Unsupported judgement –** with reasoning
J ^	**Partly supported judgement** - with reasoning
J	**Supported judgement** – with reasoning

- **Communication (AO3)** A candidate should aim to produce a clearly expressed, well-structured and logical argument that is focused throughout on the question.

  Structure should include introduction, clear paragraphs and conclusion, should flow and answer the question. Each paragraph should follow on logically and contain a separate point. Each new idea should be clearly indicated - preferably in a new paragraph.

  "Logical" means that it is easy to follow the argument as there are no sudden changes of direction leading to confusion in the reader.

  No annotation is required except **NAQ** to show not linking to the question. **The mark should be selected by using the guidance that follows the mark tables. Choose the most appropriate descriptor in the marking grid.**

NAQ	**Not answering the question**

Marking grid for Question 3 – AO1 Research, analysis and evaluation

AO1a Identify and compare key components of arguments	**Mark**	**Annotations**
Compares a wide range of key components of arguments from both documents	5	3 **C** or more
Compares a range of key components of arguments from both documents	4	2 **C**
Compares a limited range of key components of arguments from both documents	3	1 **C**
Identifies key components of arguments with no comparison	2	2 **K** or more
Limited identification of key components of arguments with no comparison	1	1 **K**
No identification of arguments. No creditable material	0	No **K, C**

AO1b Analyse and compare perspectives	**Mark**	**Annotations**
Analyses by comparing and explaining the perspectives given in both documents	5	**1 PE** or more
Analyses by comparing and describing the perspectives given in both documents	4	**1 PD** or more
Identifies and compares both perspectives but with limited description	3	**2 P** (one for **each** Doc)
Identifies one perspective but with limited description	2	**P**
Identifies one perspective with no description	1	**P ^**
No identification of perspectives. No creditable material	0	**No P^, P, PD or PE**

AO1c Evaluate arguments	**Mark**	**Annotations**
Evaluation of key components of arguments is illustrated by clear, balanced reference to both documents	5	**4 or more EVAL** (2 or more for each Doc)
Evaluation of key components of arguments is illustrated by clear reference to both documents but lacks balance	4	**3 or more EVAL** (2 or more for one Doc and one for the other Doc)
Evaluation of key components of arguments with limited reference to both documents	3	**2 EVAL / 1 EVAL and 1 ND (both** Docs)
Evaluation of arguments is unsupported (asserted) but refers to both documents	2	**2 ND** refers to Doc A **and** Doc B
Evaluation of arguments is unsupported (asserted) and only refers to one document	1	**1 ND**
No evaluation is present. No creditable material	0	No **ND or EVAL**

AO1d Judgement about argument and perspective	**Mark**	**Annotations**
Judgement is clearly reasoned and supported. Includes intermediate conclusions and a main conclusion	5	**J or J ^** intermediate **and J** in the final conclusion
Judgement is clearly reasoned and supported. Includes **either** intermediate conclusion(s) **or** a main conclusion	4	**J** intermediate **or** in the final conclusion
Judgement is reasoned but is only partly supported. Includes **either** intermediate conclusion(s) **or** a main conclusion	3	**J ^** intermediate **or** in the final conclusion
Judgement is reasoned but not supported	2	**U**
Judgement is stated without reasons or support	1	**U ^**
No judgement is made. No creditable material	0	**No U^, U, J^ or J**

AO3 Communication

Communication	Mark	Guidance
Produces a clearly written, well-structured and logical argument that is focused throughout on the question	5	Meets the descriptor – and contains no **NAQ**
Produces a clearly written, well-structured argument that links to the question	4	Meets the descriptor
Produces a clearly written argument with uneven structure that links to the question	3	Meets the descriptor
Produces an argument that lacks clarity and structure and does not always link to the question	2	Meets the descriptor
Communication is cursory or descriptive and lacks structure	1	Meets the descriptor
No creditable material	0	Meets the descriptor - **NAQ** throughout

Examiners should allocate a mark for each aspect (AO1a, AO1b, AO1c, AO1d and AO3), using the mark descriptors and required annotations.
Guidance for awarding marks for AO3 in Question 3.

Note: 'clearly written' refers to the content and the ease of being able to follow the candidates' argument. It should be thought of as: "**clearly expressed**".

The quality of handwriting should not be considered as a factor when awarding marks. This is not what clearly written means in the descriptors.

If a candidate made little attempt to answer the question and had lots of NAQ (e.g. was very descriptive or wrote an essay on their own opinion of the subject matter) the **maximum** score is **2 marks.**

If a candidate wrote very little/ wrote in bullet points/has limited content that addresses the question the **maximum score** is **2 marks.**

If a candidate makes no attempt to develop an argument **at all**, the **maximum** score is 1 mark.

If a candidate wrote in continuous prose, expressed themselves clearly and addressed the question, **start at 3 marks** – then consider if it better fits the descriptions above or below 3 marks. If the answer was **not** clearly expressed or **focused mainly on one document**, it lacks clarity **and** has uneven structure and may only be worth **2 marks.**

If the answer has an introduction, clear paragraphs, considers **both documents in a balanced way,** reaches **a judgement** and generally links to the question it could be worth **4 marks.**

If the answer contains the criteria for 4 marks above, **is logical and has no irrelevant content (No NAQ)** it could be worth **5 marks**.

Question	Answer	Marks
3	**The authors of both documents present different arguments and perspectives on the impacts of lithium extraction for local communities.** **Evaluate the arguments of the authors of both documents. In your answer, consider their perspectives and include a reasoned judgement about whether one argument is more convincing than the other.** No set answer is expected, and examiners should be flexible in their approach. Candidates may include some parts of the following indicative content. **Indicative content - Perspectives** • **[Examples only]** • Doc A is about lithium mining in Cornwall (**P^).** Doc B is about the problems of lithium mining in Chile(**P^).** • Doc A's perspective is that lithium mining may be good for Cornwall so long as locals are involved/there are negotiations **(P).** Doc B's perspective is that lithium mining is very negative for people in Chile so different methods/ alternatives are needed **(P).** • Doc A's perspective is that lithium mining may be worth pursuing in Cornwall so long as local people are actively involved in developing it. The author uses evidence from locals and industry experts to set out the pros and cons of lithium mining for the local community and ultimately concludes that the way to prevent exploitation is to ensure local people have a say in developing the mining proposals. In contrast, Doc B's perspective is that lithium mining is destroying life for people in Chile so lithium extraction either needs to be abandoned or clean methods of extraction need to be explored. It is supported by evidence from indigenous groups who have already seen the negative impacts of lithium extraction for their way of life. **(PD)** • Doc A's perspective is that lithium mining may be worth pursuing in Cornwall so long as local people are actively involved in developing it. The author uses evidence from locals and industry experts to set out the pros and cons of lithium mining for the local community and ultimately concludes that the way to prevent exploitation is to ensure local people have a say in developing the mining proposals. Her view appears to be formed by her own knowledge of Cornwall and by the information she has obtained from her many sources. In contrast, Doc B's perspective is that lithium mining is destroying life for people in Chile so lithium extraction either needs to be abandoned or clean methods of extraction need to be explored. It is supported by evidence from indigenous groups who have already seen the negative impacts of lithium extraction for their way of life. He believes this because of the detailed evidence he has found in Chile, from indigenous people, and from other areas of South America about how harmful the mining is **(PE).**	**25**

Question	Answer	Marks
3	**Indicative content – Arguments** No set answer is expected, and examiners should be flexible in their approach. At each point of comparison, **candidates may argue that either Document is more convincing, or they are equally convincing**. Candidates may include some of the following indicative content. • *[annotated example]:* **Balanced argument** – although both documents acknowledge the opposing viewpoint Doc A provides a far more balanced argument, using historical evidence and quotations from local activists to support the anti-mining position and on the other hand using local politicians and industry experts to support the pro-mining position. Doc B is far more one-sided only offering a brief acknowledgement of the need for new technologies and forms of energy(**C**). Although one-sided arguments can be persuasive Doc A's willingness to present a wide variety of evidence and opinion allows the reader to make their own decision. This ultimately makes Doc A more convincing as the reader will see the merits of engaging with an objective and more informative argument rather than a biased one. (**EVAL**) • **Realistic solution** – Doc A's solution that locals and industry should come together to develop a strategic plan for lithium mining is realistic and supported by the local councillor whereas Doc B's solution to ban lithium extraction does not address the economic costs such an action would have. • **Ability to observe –** both documents make specific reference to areas of the world and use local voices as evidence. The author of Doc A interviews local activists and politicians and Doc B's author interviews local community leaders. • **Language style** – Doc A uses rhetorical questions to draw the reader "Could lithium revive a deprived region? Or will it see the riches redistributed elsewhere, while the land itself is ruined? Whereas Doc B uses emotive language to attract the reader's attention "exterminated" "ecological destruction". • **Proven evidence –** Doc B's argument against developing the Maricunga salt flat is based on the real-world evidence of what happened at the nearby Atacama salt flat, whereas much of Doc A is arguing about what could happen when and if lithium mining comes to Cornwall. • **Expertise –** Doc B's author works for the NRDC, an international organisation that is well-informed about protecting natural resources, this is seen through the explanation of different ways to extract lithium, whereas the author of Doc A is a local journalist without any expert knowledge about the impacts of lithium mining.	

Question	Answer	Marks
3	**Indicative content – Judgement** *[annotated example]* A candidate may conclude that Doc B is convincing because it is more persuasive, utilising emotive language in a very one-sided argument. The emotive language works with the voices of indigenous people to tell the reader clearly what the consequences of lithium extraction are whereas Doc A is more balanced and leaves the reader to make their own judgement. (**J**) A candidate may conclude that Doc A is convincing because author is more objective and doesn't have an obvious vested interest. This is shown through the balanced nature of the evidence presented and the space given to the voices of various stakeholders on either side of the debate. Doc B by comparison is one-sided only giving space to evidence that supports their position. Neither Doc A nor Doc B is convincing because both pertain to very specific geographic contexts. It may well be the case that lithium extraction could be beneficial to the people of Cornwall. This does not preclude the possibility that lithium extraction in Chile is detrimental for both locals and the environment in Chile.	