

Sample assessment material
Cambridge Advanced National in

Mental Health: Individuals and Society

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced National in Mental Health:
Individuals and Society

Certificate | H098

Extended Certificate | H198

F402: Supporting and promoting mental health and wellbeing in organisations

Version 3.0

ocr.org.uk/cambridge-advanced-nationals

Introduction

This is sample assessment material (SAM). It is an example Cambridge OCR-set assignment that we publish alongside a new specification to help illustrate the intended style and tasks of our set assignments.

We also produce two further specific resources to support you with using this SAM:

- An assessment story where we explain the research we have undertaken during the development of the qualification and how consultation with teachers, students and schools has helped shape our assessment approach.
- A student guide to NEA assignments in which we provide a summary for your students of key points about their Cambridge OCR-set assignments, including the importance of avoiding plagiarism.

Summary of updates

Section	Change	Version	Date
Task 1a	Assessment guidance for P3, M3 and M4 updated for clarity.	3.0	June 2026

Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced Nationals in Mental Health: Individuals and Society

Unit F402: Supporting and promoting mental health and wellbeing in organisations

Scenario Title: Chaterin Digital

Give to candidates on or after X June 20XX.
Valid for assessment until 20XX. For use by students beginning the qualification in September 20XX and finishing by 20XX or 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice.

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F402
- certification code H198

The regulated qualification number linked to this unit is:

610/6212/1

610/6213/3

Duration

- About 15 hours of supervised time (GLH)
(work that **must** be completed under teacher supervised conditions)
- 3 hours of unsupervised time
(work that students can complete independently without teacher supervision)

All this material **can** be photocopied. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Contents

Information and instructions for teachers.....	3
Using this assignment	3
Tasks for students and assessment criteria	5
Scenario	5
Task 1a	7
Task 1b	10
Task 2	12
NEA Command Words.....	16

SAMPLE

Information and instructions for teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect supporting and improving mental health and wellbeing at work.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 15 hours of supervised time to complete. Students will need approximately:

- 5 hours to complete Task 1a
- 5 hours to complete Task 1b
- 5 hours to complete Task 2.

You **must**:

- Use a Cambridge OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 4** of the Specification.
- Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what to do in each task.
- Read and understand **all** the rules and guidance in **Section 6** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 6** of the Specification.
- Give your students the Mental Health: Individuals and Society **Student guide to NEA assignments before** they start the assignments.

You **must not**:

- Use live Cambridge OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the Cambridge OCR-set assignments or assessment criteria.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

SAMPLE

Tasks for students and assessment criteria

Unit F402: Supporting and promoting mental health and wellbeing in organisations

Scenario Title: Chaterin Digital

Give to candidates on or after X June 20XX.

Valid for assessment until 20XX. For use by students beginning the qualification in September 20XX and finishing by 20XX or 20XX

Scenario

You work for a charity that helps organisations support the mental health and wellbeing of their employees. You have been asked to help **Chaterin Digital** understand the issues affecting its employees and recommend how to improve the support it offers.

You have been asked to identify how internal factors are contributing to mental health and wellbeing issues, and to create a mental health at work plan to recommend improvements. You must also create a wellbeing survey to monitor the success of your recommended plan.

Chaterin Digital knows that issues outside of work also impact on its employees' mental health and wellbeing. It wants to run a campaign providing mental health and wellbeing support in relation to relevant issues. You have also been asked to plan the campaign and create the content for the campaign material, based on the information below.

You have been given some information to help summarise how working at **Chaterin Digital** impacts on the mental health and wellbeing of its employees.

Chaterin Digital

Scale of operation	<ul style="list-style-type: none">• National (United Kingdom)
Size of organisation	<ul style="list-style-type: none">• Large• 120 employees
Organisational structure	<ul style="list-style-type: none">• Formal (hierarchy)
Working environment	<ul style="list-style-type: none">• There is one office• The majority of employees are home-based/remote
Working patterns	<ul style="list-style-type: none">• 80% of staff are full-time• 20% of staff are part-time
Issues that the organisation has asked you to help with	<ul style="list-style-type: none">• High staff turnover• High rates of long-term sickness

Extracts from one-to-one staff wellbeing interviews

Sam

Sam works full-time from home. She works in a team of 10 people who all work remotely and rarely meet face-to-face as a team. Her team mostly communicate through email and remote meetings. She has two young children and likes the convenience of working from home but finds it difficult to switch off from work in the evenings. She feels isolated from the rest of the team and does not feel her line manager, Zayn, supports her well. Sam feels she has too much work to do which means she has to work late into the evenings to get everything done. When she raised this with her line manager, she was told that everyone has the same amount of work to do and she should manage her time better. This makes Sam feel anxious but she is reluctant to talk to her manager. She does not know who else she can talk to about her workload or feelings of anxiety. Two members of Sam's team have left recently and another is on long-term sick leave. Sam is thinking about leaving her job as she is not happy with her workload or the level of support she gets.

Zayn (Sam's line manager)

Zayn is the manager of Sam's team and also works remotely. This is Zayn's first role as a manager and they have only been doing it for six months. Zayn has been given an online training course to complete about how to support their team's mental health and wellbeing. Zayn doesn't feel supporting mental health and wellbeing is an important part of their role, so has not yet completed the training. Zayn knows that other managers in the organisation haven't completed the training either.

Results from a previous wellbeing survey

- 62% of employees reported feelings of stress because of high workloads.
- 42% of employees feel the management do not care about the impact of workload on employee mental health and wellbeing and are more interested in meeting targets.
- 34% of employees do not feel listened to or supported by their managers.
- 60% of employees reported financial worries as an external factor that concerns them.

Task 1a

Supporting mental health and wellbeing at work

Topic Areas 1 and 2 are assessed in this task.

The task is:

- Summarise the issues affecting the mental health and wellbeing of employees at the organisation.
- Identify how the structure and running of the organisation impacts on employees' mental health and wellbeing.
- Create a mental health at work plan based on the principles of good practice to recommend improvements. For the section of your plan that covers **M4**, you should focus on the specified area: **promoting effective people management**.
- Present your findings in the form of a report.

Your evidence **must** include:

- Your mental health at work plan.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: Summarise the issues affecting mental health and wellbeing of the employees at the organisation. (PO2)	M1: Explain how the features of the organisation, and the way it communicates, are impacting on the mental health and wellbeing of employees . (PO3)	D1: Discuss how the features, communication and internal factors from M1 and M2 may be contributing to the issues for the organisation . (PO3)
	M2: Explain how the internal factors at the organisation are impacting on the mental health and wellbeing of its employees . (PO3)	
P2: Describe how a mental health at work plan will benefit the organisation. (PO2)		
P3: Outline the areas for improvement targeted by your mental health at work plan. (PO2)	M3: Recommend how the organisation should change the working conditions to improve the mental health and wellbeing of its employees. (PO3)	D2: Justify why the recommendations in M3 are appropriate for the organisation. (PO3)

Pass	Merit	Distinction
	M4: Recommend how the organisation could make improvements to the specified area of supporting the mental health and wellbeing of the workforce. (PO3)	D3: Justify why the recommendations in M4 are appropriate for the organisation. (PO3)
P4: Describe barriers to the successful implementation of the mental health at work plan for the organisation. (PO2)	M5: Explain how the barriers in P4 can be overcome. (PO2)	

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	<ul style="list-style-type: none"> Where assessment criteria refer to 'the organisation', this is the organisation given in the scenario. Students must apply their answers to the organisation in the scenario. They must not give generic answers. The mental health at work plan is made up of the evidence produced by students for P3, P4, M3, M4, M5, D2 and D3.
P1	<ul style="list-style-type: none"> Students must use the information from the scenario.
M1	<ul style="list-style-type: none"> M1 relates to the organisational features in Topic Area 1.2 and communication in Topic Area 1.3. Students must include three points including at least one from Topic Area 1.2 and at least one from Topic Area 1.3:
M2	<ul style="list-style-type: none"> M2 relates to the internal factors from Topic Area 1.4.1. Students must include three factors that impact the employees at the organisation.
D1	<ul style="list-style-type: none"> Students must relate their discussion to the impact on the organisation. Students must relate their discussion to the points explained in M1 and M2 to achieve this criterion.
P2	<ul style="list-style-type: none"> Students must describe the benefits to the organisation in the scenario of having a mental health at work plan rather than the general benefits of having a mental health at work plan. Students must include two relevant benefits.

Assessment Criteria	Assessment guidance
P3	<ul style="list-style-type: none"> • P3 relates to Topic Areas 2.2 and 2.3. • Students must include two areas for improvement relevant to the organisation, including one from Topic Area 2.2 and one from Topic Area 2.3. • The area for improvement taken from Topic Area 2.3 must be based on the specified area.
M3	<ul style="list-style-type: none"> • M3 relates to Topic Area 2.2. • Students must cover an area of improvement outlined in P3 that is taken from Topic Area 2.2.
M4	<ul style="list-style-type: none"> • M4 relates to Topic Area 2.3. • Students must cover an area of improvement outlined in P3 that is taken from Topic Area 2.3.
D2	<ul style="list-style-type: none"> • There is no assessment guidance for this criterion.
D3	<ul style="list-style-type: none"> • There is no assessment guidance for this criterion.
P4	<ul style="list-style-type: none"> • P4 relates to Topic Area 2.6. • Students must include two barriers relevant to the organisation.
M5	<ul style="list-style-type: none"> • Students must cover both barriers described in P4.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

Task 1b

Creating a wellbeing survey

Topic Areas 1 and 2 are assessed in this task.

You have also been asked to create a wellbeing survey that will be used to monitor the success of your mental health at work plan.

The task is:

- Create and test the wellbeing survey.
- Evaluate your wellbeing survey alongside other wellbeing monitoring tools.

Your evidence **must** include:

- Your draft and final wellbeing survey.
- The feedback you collected on your wellbeing survey.
- Your written report.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
<p>P5: Create a draft survey to monitor the impact of the mental health at work plan on employee mental health and wellbeing. (PO4)</p>	<p>M6: Explain how your final survey design is effective. (PO4)</p>	<p>D4: Evaluate how effective your survey, along with other monitoring tools, will be for understanding the impact of the work plan on employee mental health and wellbeing. (PO3)</p>
<p>P6: Collect feedback on your draft survey design. (PO4)</p>		
<p>P7: Create a final version of your survey based on the feedback received in P6. (PO4)</p>		
<p>P8: Describe how two other monitoring tools could be used to monitor mental health and wellbeing in the organisation. (PO2)</p>		

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P5	<ul style="list-style-type: none"> Surveys must include at least six questions that relate to mental health and wellbeing. Students must include both open and closed question types from Topic Area 2.5.
P6	<ul style="list-style-type: none"> Students must test their draft survey on at least three different people. This can be peers, family or friends. The feedback must be sufficient to allow students to access P7. Feedback should be focused on the factors listed in Topic Area 2.5. Evidence of feedback must be submitted. Where students have received verbal feedback, they must provide notes on this.
P7	<ul style="list-style-type: none"> Students must provide evidence of any adaptations made to the draft survey and the reasons for them. Reasons for adaptations could be provided in the form of an annotated final survey or brief written notes accompanying the final survey. If the student does not consider that adaptations need to be made, or has not addressed some elements of the feedback, they must give reasons for this.
M6	<ul style="list-style-type: none"> M6 relates to Topic Area 2.5. Students must explain how they have considered question types, bias and ethical issues in their survey design.
P8	<ul style="list-style-type: none"> P8 relates to Topic Area 2.4. Students must describe how two monitoring tools (other than wellbeing surveys) could be used. Students can use any relevant monitoring tool and are not limited to the examples listed in Topic Area 2.4.
D4	<ul style="list-style-type: none"> Evaluation must be linked to the monitoring tools described in P8 and the student's own wellbeing survey. The effectiveness of the monitoring tools must be linked to the mental health at work plan.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

Task 2

Planning a mental health and wellbeing campaign

Topic Areas 1, 2 and 3 are assessed in this task

Chaterin Digital knows that issues outside of work also impact its employees' mental health and wellbeing. Chaterin Digital has identified **financial worries** as an area of particular concern for its employees.

The task is:

Plan a mental health and wellbeing campaign to support employees based on the theme of **financial worries**.

- Research the theme.
- Plan the campaign.
- Create and review the campaign content.

Your evidence **must** include:

- Your campaign plan.
- Your campaign content.
- The feedback you collected on your campaign content.
- A written report.

Use the assessment criteria below to tell you what you need to do in more detail. strategies

Pass	Merit	Distinction
<p>P9: Summarise three key ways the theme can affect mental health and wellbeing. (PO2)</p>		<p>D5: Discuss the extent to which your campaign will support employees' mental health and wellbeing in relation to the theme. (PO3)</p>
<p>P10: Research three strategies and three sources of support that employees can use to help manage their mental health and wellbeing in relation to P9. (PO4)</p>	<p>M7: Explain how the strategies and sources of support in P10 will help employees to manage their mental health and wellbeing in relation to the theme. (PO3)</p>	
<p>P11: Justify why the sources of information that you have used in your research are appropriate, reliable and valid. (PO4)</p>		
<p>P12: Describe the format of your campaign and how it will be communicated to employees at the organisation. (PO4)</p>	<p>M8: Justify why the format and communication method from P12 are appropriate for the organisation. (PO3)</p>	
<p>P13: Collect feedback on your campaign content. (PO4)</p>		
<p>P14: Describe other approaches the organisation could use alongside your campaign to support employees' mental health and wellbeing in relation to the theme. (PO2)</p>		

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P9	<ul style="list-style-type: none"> • Evidence must relate to the theme specified in the task. • Evidence for P9 forms part of the campaign content. • Students must summarise three ways the theme affects mental health and wellbeing to achieve the criterion. • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P10	<ul style="list-style-type: none"> • This criterion relates to the approaches to research in Topic Area 3.1. • Students must evidence that they have researched three strategies and three sources of support to achieve this criterion. • The strategies and sources of support must relate to the key ways summarised in P9. They can address one, two or all three of the key ways summarised. • Students must use at least three sources of information as part of their research. It is acceptable for these sources to be three different websites. • The research must be correctly acknowledged. • Research evidence forms part of the campaign content.
M7	<ul style="list-style-type: none"> • To achieve this criterion, students must explain how all the strategies and sources of support from P10 will help employees.
P11	<ul style="list-style-type: none"> • This criterion relates to Topic Area 3.1. • Students must justify why three of the sources of information used in P11 are appropriate, reliable and valid.
P12	<ul style="list-style-type: none"> • P12 is the campaign plan. • The choice of format for the campaign must be appropriate for the organisation. • Students must say how the campaign will be communicated to the employees.
M8	<ul style="list-style-type: none"> • This criterion relates to Topic Area 3.2.
D5	<ul style="list-style-type: none"> • Students must consider how far their campaign will make a difference to employees' mental health and wellbeing in relation to the theme.

P13	<ul style="list-style-type: none">• P13 relates to Topic Area 3.3.• Students must collect feedback on how successful their campaign content will be in supporting employees in relation to the theme.• It is recommended that students consider D6 when collecting their feedback.• Feedback methods must come from Topic Area 3.3. Evidence of feedback must be submitted. Where students have received verbal feedback, they must provide notes on this.
P14	<ul style="list-style-type: none">• This criterion relates to Topic Area 2.3.1.• Students must consider other ways that the organisation can support the employees in relation to the theme.
D6	<ul style="list-style-type: none">• Recommendations must be based on feedback on the campaign content from P13 and self-reflection on the campaign content and overall campaign plan.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	<ul style="list-style-type: none"> Change to make suitable for a new use or purpose
Analyse	<ul style="list-style-type: none"> Separate or break down information into parts and identify their characteristics or elements Explain the different elements of a topic or argument and make reasoned comments Explain the impacts of actions using a logical chain of reasoning
Assess	<ul style="list-style-type: none"> Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	<ul style="list-style-type: none"> Work out the numerical value. Show your working unless otherwise stated
Classify	<ul style="list-style-type: none"> Arrange in categories according to shared qualities or characteristics
Compare	<ul style="list-style-type: none"> Give an account of the similarities and differences between two or more items, situations or actions
Conclude	<ul style="list-style-type: none"> Judge or decide something
Describe	<ul style="list-style-type: none"> Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	<ul style="list-style-type: none"> Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	<ul style="list-style-type: none"> Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	<ul style="list-style-type: none"> To look at, inspect, or scrutinise carefully, or in detail
Explain	<ul style="list-style-type: none"> Give reasons for and/or causes of something Make something clear by describing and/or giving information
Interpret	<ul style="list-style-type: none"> Translate information into recognisable form Convey one's understanding to others, e.g. in a performance
Investigate	<ul style="list-style-type: none"> Inquire into (a situation or problem)
Justify	<ul style="list-style-type: none"> Give valid reasons for offering an opinion or reaching a conclusion
Research	<ul style="list-style-type: none"> Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	<ul style="list-style-type: none"> Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used.
- subject specific words drawn from the unit content.

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