

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

F403: Community-based support for mental health and wellbeing

Version 2.0

[ocr.org.uk/cambridge-advanced-nationals](https://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      |
|---------|--|---------|-----------|
|         | New cover pages added.<br>No other changes to the sample assignment. | 2.0     | June 2026 |

# Cambridge OCR-set Assignment

## Sample Assessment Material

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

F403: Community-based support for mental health and wellbeing

Scenario Title: Charlie, and Heidi or Zac

Valid for assessment from September 20XX to 20XX.

For use by students beginning the qualification in September 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 F403
- certification code H198

**The regulated qualification number linked to this unit is:**

610/6213/3

### Duration

- About 12 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.

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SAMPLE

# Information and instructions for teachers

## Using this assignment

This assignment provides a scenario and set of related tasks that reflect the importance of social connectedness, and how community organisations and services can support individuals through social prescribing.

You can give this to students on or after 1 June 20XX to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

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 exceptions to this will be stated in the assessment guidance.
- We have estimated that the assignment will take about 12 hours of supervised time to complete.

Students will need approximately:

- 4 hours to complete Task 1
- 8 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 5** 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 7** 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 7** of the Specification.
- Give your students the Mental Health and Wellbeing **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 F403: Community-based support for mental health and wellbeing

**Scenario title:** Charlie, and Heidi or Zac

Valid for assessment from September 20XX to 20XX.

For use by students beginning the qualification in September 20XX.

### Scenario

You work for a local mental health charity and have been asked to support the Social Prescribing Link Worker. Their role is to:

- provide advice for people who want help and support about a range of issues relating to mental health and wellbeing
- take referrals from a range of professionals and organisations for individuals who could benefit from support to link them to community-based organisations and services.

This support helps to address a wide variety of physical, intellectual, emotional, social and financial needs and forms part of a multi-disciplinary approach to care.

## Task 1

### Preparing information about social connectedness

Topic Area 1 is assessed in this task

You have been asked to create an information pack for the individual below who has asked the mental health charity for support and information.

Name: Charlie

Age: 24

Charlie started a new job three months ago and has moved to a new town a long way from their family and friends. They find it difficult to make new friends as they feel shy and worry that people won't like them. Charlie is finding it hard to settle into the new area and feels lonely.

#### The task is:

Research how social isolation affects people in **young adulthood**.

Create an information pack for the individual explaining how improving levels of social connectedness can positively impact their mental health and wellbeing, and suggestions for how to do this.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography, copies or links to reports, articles, sources).

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

| Pass  | Merit  | Distinction   |
|---|--|---|
| <p><b>P1: Research</b> how social isolation affects people in the same life stage as the individual.<br/>(PO4)</p>  | <p><b>M1: Explain</b> how improving social connectedness might impact on the individual's mental health and wellbeing.<br/>(PO2)</p> | <p><b>D1: Discuss</b> the extent to which your recommendations will help the individual to sustain social connectedness in the long-term.<br/>(PO3)</p> |
| <p><b>P2: Summarise</b> the factors influencing the individual's levels of social connectedness.<br/>(PO2)</p>  | <p><b>M2: Recommend</b> and <b>justify</b> how the individual could improve their social connectedness.<br/>(PO3)</p>                |   |
| <p><b>P3: Summarise</b> how <b>two</b> psychological barriers might be preventing the individual from improving their social connectedness.<br/>(PO2)</p> |  |   |
| <p><b>P4: Describe</b> <b>three</b> approaches that the individual could use to improve their social connectedness.<br/>(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   |
|---------------------|---|
| <b>General</b>      | <ul style="list-style-type: none"> <li>Where criteria refer to 'the individual' this relates to the individual in the scenario.</li> <li>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.</li> </ul> |
| <b>P1</b>           | <ul style="list-style-type: none"> <li>Students can use research skills from <b>Unit F402, Topic Area 3.1</b>. Students <b>must</b> use <b>three</b> sources of information in their research.</li> <li>The life stage is specified in the scenario.</li> </ul>   |
| <b>P2</b>           | <ul style="list-style-type: none"> <li><b>P2</b> relates to <b>Topic Area 1.1</b>.</li> <li>Students <b>must</b> relate their summary to the individual in the scenario.</li> </ul>   |
| <b>P3</b>           | <ul style="list-style-type: none"> <li><b>P3</b> relates to <b>Topic Area 1.2</b>.</li> </ul>   |
| <b>P4</b>           | <ul style="list-style-type: none"> <li>The approaches can come from either of the areas listed in <b>Topic Area 1.3</b>. It is acceptable for all three approaches to come from the same area.</li> </ul>   |
| <b>M1</b>           | <ul style="list-style-type: none"> <li>There is no assessment guidance for this criterion.</li> </ul>   |
| <b>M2</b>           | <ul style="list-style-type: none"> <li>Recommendations <b>must</b> build on responses to <b>P2, P3</b> and <b>P4</b>.</li> </ul>  |
| <b>D1</b>           | <ul style="list-style-type: none"> <li>The discussion <b>must</b> include consideration of the barriers to sustaining improvements in <b>Topic Area 1.2</b>.</li> </ul>   |

## Task 2

### Preparing social prescribing information

Topic Areas 2 and 3 are assessed in this task

Two individuals have recently been referred to the mental health charity for social prescribing support.

You must choose **one** of the individuals and prepare some information for an initial meeting with them. The meeting is to help the individual understand how social prescribing can help them, and to discuss some initial ideas about social prescribing activities that might be suitable for them.

The individuals are:

- Heidi

Or

- Zac

#### Individual 1: Heidi

Age: 74

Heidi has been referred to the social prescribing link worker by her doctor, as she is pre-diabetic and needs support to manage her weight. The doctor also thinks that Heidi will benefit from being linked to community activities as she reports being lonely since her husband passed away a year ago and has become quite isolated.

Heidi enjoys sewing and gardening. She used to enjoy going swimming with her husband at the local leisure centre but has not been since he passed away. Heidi does not drive and is reluctant to go to many places alone because she is becoming more forgetful. Heidi owns her own home and does not have any financial worries. Heidi has two children and four grandchildren who do not live nearby but visit every couple of months.

#### Individual 2: Zac

Age: 19

Zac has been referred to the social prescribing link worker by his previous youth justice worker. Zac had a difficult childhood. He grew up in care and has had problems with substance misuse. He spent three months in a young offender institution for drug-related offences. After his release, Zac got a place on an apprenticeship scheme, which he has been doing for the past year. Zac has limited income, and he is finding it difficult to afford to pay rent. Zac recently reconnected with his father who said he can sleep on his sofa until he finds somewhere to live.

Zac's mental health has started to decline recently. He does not want to take medication for his depression and anxiety symptoms because of his substance misuse history. Zac does not trust statutory services and is reluctant to access them. He gets confused by the type of welfare support he can access. Zac is a talented artist and loves music.

**The task is:**

Research the types of social prescribing suitable for **one** of the individuals.

Create an information pack for an initial meeting with your chosen individual including information about social prescribing and activities that are suitable for them based on the information you have been given.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography, copies or links to reports, articles, sources).

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

| Pass  | Merit  | Distinction   |
|---|--|---|
| <b>P5: Summarise</b> the types of need of the individual.<br>(PO2)  | <b>M3: Explain</b> why social prescribing is appropriate for the individual to improve their mental health and wellbeing.<br>(PO2)                             | <b>D2: Discuss</b> the extent to which social prescribing is likely to be successful for the individual.<br>(PO3)                               |
| <b>P6: Describe</b> how <b>two</b> types of social prescribing will meet the needs of the individual.<br>(PO2)  |  | <b>D3: Recommend and justify</b> activities for the individual.<br>(PO3)  |
| <b>P7: Describe</b> the benefits of the types of social prescribing from <b>P6</b> for the individual.<br>(PO2)   |  |   |
| <b>P8:</b> For <b>each</b> type of social prescribing in <b>P6</b> , <b>research two</b> activities in your local area that are suitable for the individual.<br>(PO4) | <b>M4: Compare</b> the suitability of the activities from <b>P8</b> for the individual.<br>(PO3)   |   |
| <b>P9: Research three</b> organisations in your local area that would deliver the types of social prescribing from <b>P6</b> .<br>(PO4)                               | <b>M5: Assess</b> the extent of community provision in your local area for delivery of <b>one</b> of the types of social prescribing from <b>P6</b> .<br>(PO3) | <b>D4: Analyse</b> the factors that affect the availability of community provision suitable for social prescribing in your local area.<br>(PO3) |

| Pass  | Merit   | Distinction  |
|---|---|--|
| <p><b>P10: Explain</b> how you would use a person-centred approach to care in a meeting with the individual.<br/>(PO4)</p>                            | <p><b>M6: Explain</b> how you would support the individual to engage with the activities from <b>P8</b> if you were a social prescribing link worker.<br/>(PO4)</p> | <p><b>D5: Discuss</b> how you would use the skills and attributes of a social prescribing link worker in a meeting to ensure the individual engages with social prescribing.<br/>(PO3)</p> |
| <p><b>P11: Summarise</b> how the Common Outcomes Framework for social prescribing would be used to measure outcomes for the individual.<br/>(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  |
|---------------------|--|
| <b>General</b>      | <ul style="list-style-type: none"> <li>Where criteria refer to 'the individual' this relates to the individual in the chosen scenario.</li> <li>Where 'local' is referred to, this can refer to the student's town or city but could be expanded to consider the county or region if relevant information can only be found at that level.</li> <li>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.</li> </ul> |
| <b>P5</b>           | <ul style="list-style-type: none"> <li>Students <b>must</b> refer to <b>Topic Area 2.1</b> to help them determine the types of need in relation to their chosen individual.</li> <li>Students <b>must</b> refer to all five types of need in <b>Topic Area 2.1</b>. If students feel the individual does not have one or more of the types of need, they <b>must</b> explain their reasoning.</li> </ul>   |
| <b>M3</b>           | <ul style="list-style-type: none"> <li><b>M3</b> relates to <b>Topic Area 2.2</b>.</li> <li>Students must consider why social prescribing as an approach is suitable for the individual.</li> </ul>  |
| <b>D2</b>           | <ul style="list-style-type: none"> <li><b>D2</b> relates to <b>Topic Area 2.6</b>.</li> <li>Students <b>must</b> relate their discussion to the individual.</li> </ul>   |
| <b>P6</b>           | <ul style="list-style-type: none"> <li><b>P6</b> relates to <b>Topic Area 2.3</b>.</li> </ul>  |

| Assessment Criteria | Assessment guidance  |
|---------------------|--|
|                     | <ul style="list-style-type: none"> <li>Students <b>must</b> describe <b>two different</b> types of social prescribing to achieve this criterion.</li> </ul>  |
| <b>P7</b>           | <ul style="list-style-type: none"> <li><b>P7</b> relates to <b>Topic Area 2.5</b>.</li> <li>Students <b>must</b> describe the benefits of <b>both</b> types of social prescribing from <b>P6</b> to achieve this criterion.</li> </ul>   |
| <b>P8</b>           | <ul style="list-style-type: none"> <li>Evidence of the research <b>must</b> include details of when and where the activities take place, how to join or access the activity and the cost.</li> </ul>   |
| <b>M4</b>           | <ul style="list-style-type: none"> <li><b>M4</b> relates to <b>Topic Area 2.3</b>.</li> <li>Students <b>must</b> compare cost, availability and accessibility of the activities researched in <b>P8</b>.</li> </ul>  |
| <b>D3</b>           | <ul style="list-style-type: none"> <li><b>D3</b> builds on <b>P6-M4</b>.</li> <li>Students could recommend one or more activities.</li> <li>Justifications <b>must</b> include consideration of needs, benefits and suitability for the individual.</li> </ul>   |
| <b>P9</b>           | <ul style="list-style-type: none"> <li>The organisations <b>must</b> come from <b>Topic Area 2.4</b>. The organisations can all come from one type in the list.</li> <li>The organisations could relate to one or both types of social prescribing from <b>P6</b> depending on local provision.</li> </ul> |
| <b>M5</b>           | <ul style="list-style-type: none"> <li>There is no assessment guidance for this criterion.</li> </ul>  |
| <b>D4</b>           | <ul style="list-style-type: none"> <li><b>D4</b> relates to <b>Topic Area 2.4</b>.</li> </ul>  |
| <b>P10</b>          | <ul style="list-style-type: none"> <li><b>P10</b> relates to <b>Topic Area 3.1</b>.</li> </ul>   |
| <b>M6</b>           | <ul style="list-style-type: none"> <li><b>M6</b> relates to <b>Topic Area 3.2.1</b>.</li> </ul>  |
| <b>D5</b>           | <ul style="list-style-type: none"> <li><b>D5</b> relates to <b>Topic Area 3.2.3</b>.</li> </ul>  |
| <b>P11</b>          | <ul style="list-style-type: none"> <li><b>P11</b> relates to <b>Topic Area 3.3</b>.</li> <li>Students <b>must</b> make reference to the areas of the NHS Common Outcomes Framework for social prescribing.</li> </ul>  |

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

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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