

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

F404: Supporting mental health and wellbeing with physical activity

Version 2.0

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
	New cover pages added. 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

Unit F404: Supporting mental health and wellbeing with physical
activity

Scenario Title: Amari

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 F404
- certification code H198

The regulated qualification number linked to this unit is:

610/6213/3

Duration

About:

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

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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 how physical activity can be used to support mental health and wellbeing.

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 this assignment will take about 10 hours of supervised time and 3 hours of unsupervised time to complete. Students will need approximately:

- 3 supervised hours to complete Task 1
- 4 supervised hours to complete Task 2a
- 3 supervised hours to complete Task 2b.

You **must**:

- Use an 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.

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 F404: Supporting mental health and wellbeing with physical activity

Scenario Title: Amari

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You are a trainee in a mental health charity supporting people who want to improve their mental health and wellbeing.

As part of your training, you are learning about how physical activity can affect mental health and wellbeing. To help you understand this, you have been asked to plan and do a four-week programme of physical activity, and to measure your own physical activity and mental health and wellbeing levels before and after it. The physical activity can be anything you choose, and at any level, from gentle walks through to high impact sports.

The charity also provides information and support for people who want to take part in physical activity on a regular basis. It supports them with finding a suitable group or team in the local area. It also provides information that can be given to the activity leader to help them understand how they can support the individual to take part and remain engaged in the activity sessions.

Task 1

Measuring the impact of physical activity on mental health and wellbeing

Topic Areas 1 and 2 are assessed in this task

The task is:

Plan and do a four-week programme of physical activity and measure the effects on your mental health and wellbeing.

Keep a record of your physical activity.

Use the Warwick-Edinburgh Mental Wellbeing Scale template on page 15 of this assignment to measure your mental health and wellbeing before, during and after the programme of activity and then analyse the results.

Write a report for your line manager about your physical activity programme and how it affected your mental health and wellbeing.

Your evidence **must** include:

- Your physical activity record.
- Your written report.

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

Pass	Merit	Distinction
<p>P1 Outline a four-week physical activity programme that is appropriate for you. (PO4)</p>	<p>M1: Explain the possible effects of your physical activity programme on your mental health and wellbeing. (PO2)</p>	<p>D1 Discuss the challenges of assessing the impact of your physical activity programme on your mental health and wellbeing. (PO3)</p>
<p>P2: Explain how participant considerations have influenced your physical activity programme. (PO2)</p>		
<p>P3 Create a physical activity record to use for your chosen activity over the four-week period. (PO4)</p>	<p>M2: Assess the impact of the physical activity programme on your overall wellbeing. (PO3)</p>	
<p>P4 Complete the planned physical activity for four weeks and keep a record of your activities. (PO4)</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
General	<ul style="list-style-type: none"> • It is recommended that students keep a mental health and wellbeing diary throughout the four-week period. It is also recommended that students measure their mental health and wellbeing each week for the duration of the programme. This will support students to complete M2 and D1. • Diaries and completed Warwick-Edinburgh Mental Wellbeing Scale measurements must not be submitted as evidence. • It is not intended that students use the Warwick-Edinburgh Mental Wellbeing Scale as a tool for self-diagnosis. The individual questions in the template are intended to be used as a stimulus for students to consider aspects of their mental health and wellbeing for the duration of the assessment. • Where assessment criteria and guidance refer to an 'activity' this can be one or more activities. • The physical activity does not need to be completed under teacher supervision.
P1	<ul style="list-style-type: none"> • For P1 Students should measure their current physical activity levels as a baseline and make a programme of activity that is appropriate to them. • To achieve this criterion, students must provide a brief outline as a plan of the activity being carried out, in relation to: <ul style="list-style-type: none"> ○ Duration ○ Frequency ○ Level of intensity ○ Level of social interaction ○ Setting ○ Structured/unstructured. • Students can complete more than one type of physical activity. Details of all physical activities must be included in the plan. • There is no minimum requirement for the activity, but students must consider all of the assessment criteria when selecting their activity and activity duration to ensure the full range of criteria can be accessed. The potential mental health and wellbeing benefits of the activity should be considered for the same reason.
P2	<ul style="list-style-type: none"> • P2 relates to participant considerations in Topic Area 2.1. • Students must explain how they have taken physical, technical and personal considerations into account when choosing their activity. Explanations must include at least one of each type of consideration.

Assessment Criteria	Assessment guidance
M1	<ul style="list-style-type: none"> • M1 relates to Topic Areas 1.1 and 1.3. • Students must relate their explanation to at least two appropriate features of physical activity from Topic Area 1.1.
P3	<ul style="list-style-type: none"> • P3 relates to Topic Area 2.3. • Students must create a physical activity record. This could be a simple log sheet or table. This activity record must be provided as evidence. • Students must give details of the variables they will record, and briefly outline why these variables are appropriate.
P4	<ul style="list-style-type: none"> • The physical activity does not need to be completed under teacher supervision. • Completed physical activity records must be provided as evidence for this criterion. • It is expected that students will complete the four-week physical activity programme, but if necessary, it is acceptable for students to modify their programme during the four weeks but their activity records should reflect this.
M2	<ul style="list-style-type: none"> • Students should consider their mental health and wellbeing measurements from before, during and after the four-week programme. • Students can draw on content from Unit F400, Topic Area 1.1.3: Wellbeing for this criterion. Students must relate their assessment to their own experiences. • Students must include consideration of physical, mental, emotional and social wellbeing to achieve this criterion. If students do not consider there has been an impact on any or all of these elements, they must provide reasons why.
D1	<ul style="list-style-type: none"> • D1 relates to Topic Area 2.2. • Students can draw on content from Unit F400, Topic Area 3: Factors influencing mental health and wellbeing for this criterion. Students must relate their discussion to their own experiences.

Task 2a

Supporting an individual to participate in regular physical activity sessions

Topic Areas 1 and 3 are assessed in this task

The charity provides information for people who want to take part in physical activity on a regular basis. It supports them to find a suitable group or team in the local area. The individual in the case study below has asked the mental health charity for support and information. You have offered to create an information pack for them.

Case Study

Amari is a 20-year-old student. He was diagnosed with generalised anxiety disorder (GAD) five years ago. He has many of the common symptoms of GAD and these often affect his daily life.

Amari's GP has suggested that he might benefit from taking part in physical activity to help with his anxiety. Amari would like to make some new friends, and enjoyed team sports when he was at school, so has asked for help to find the following type of activity sessions in the local area:

- **A team sport**

Amari is worried about joining a new group as he feels anxious in new situations where he does not know people. He is also worried that he will not be good at the sport – he has not done any physical activity for the last few years and thinks he is unfit. He has come to the charity to help him get started.

The task is:

Produce the first section of the information pack for the individual.

- Research physical activity providers in your local area
- Recommend an activity that is appropriate for the individual
- Research the mental health benefits of the activity you recommend
- Produce an information pack for the individual.

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 (11)	Merit (6)	Distinction (5)
P5: Research three activity sessions in your local area that would be appropriate for the individual. (PO4)	M3: Compare the three activity sessions from P5 using the EAST model. (PO4)	D2: Recommend and justify which activity session is most appropriate for the individual. (PO3)
P6: Describe the main physical health benefits of one physical activity from P5 . (PO2)		D3: Discuss how effective the physical activity will be in <u>improving</u> the physical and <u>mental</u> health of the individual. (PO3)
P7: Describe the overall mental health benefits of the physical activity from P6 . (PO2)		
P8: Find one piece of reliable research into the link between physical activity and the mental health disorder identified in the case study. (PO4)	M4: Explain what the research shows about the link between physical activity and the mental health disorder identified in the case study. (PO4)	

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 criteria refer to physical activity, this means the physical activity that happens in a physical activity session, e.g. football. 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.
P5	<ul style="list-style-type: none"> P5 relates to Topic Area 3.1. The research must include details of: <ul style="list-style-type: none"> who the activity provider is when and where the activity sessions take place how to join or access the activity sessions. Students must select the type of activity session specified in the case study. All three physical activity sessions researched must be of the type specified in the case study. The physical activity can be (but does not need to be) the same in all three sessions. Students should take into consideration that one of the activities for P5 will form the basis of P6, P7, D3 and Task 2b. Students do not need to comment on the appropriateness of the activity sessions to achieve this criterion. However, students should be encouraged to research activity sessions that are appropriate for the individual as this will be covered in D2.
M3	<ul style="list-style-type: none"> M3 relates to Topic Area 3.3.
D2	<ul style="list-style-type: none"> D2 must build on P5 and M3. Recommendations and justifications must relate to the individual in the case study and include relevant participant considerations from Topic Area 2.1.
P6	<ul style="list-style-type: none"> P6 relates to Topic Area 1.2. Students must describe the benefits of one of the physical activities researched in P5.
P7	<ul style="list-style-type: none"> P7 relates to Topic Area 1.3. Students must relate their response to the physical activity from P6.
P8	<ul style="list-style-type: none"> Students can use research skills from Unit F402, Topic Area 3.1. The research must relate to the mental health disorder identified in the case study. Students must include a brief outline of the findings of the research. Students must include why they consider the source of research to be reliable.

Assessment Criteria	Assessment guidance
M4	<ul style="list-style-type: none">• M4 relates to P8.
D3	<ul style="list-style-type: none">• D3 builds on P6–P8 and M4 and must relate to the physical activity from P6.

Advice

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

SAMPLE

Task 2b

Providing information for activity session leaders

Topic Areas 1 and 3 are assessed in this task

The information pack also includes a section that the individual can give to the activity session leader. The information will help the leader to understand how they can support the individual to take part and remain engaged in the sessions.

The task is:

- Produce the second section of the information pack for the individual.

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>P9: Explain how the mental health disorder might affect the individual's participation in physical activity. (PO2)</p>		
<p>P10: Complete the STEP model to identify possible adaptations for your chosen activity session. (PO4)</p>	<p>M5: Recommend how the leader can adapt the activity session for the individual based on the STEP model and reasonable adjustments. (PO3)</p>	<p>D4: Discuss how the recommendations from M5 will support the individual in taking part and remaining engaged in the activity session. (PO3)</p>
<p>P11: Describe the potential problems of physical activity for the individual in the case study. (PO2)</p>	<p>M6: Explain how the activity session leader could support the individual to reduce the potential problems identified in P11. (PO2)</p>	<p>D5: Discuss the challenges the activity session leader might face in supporting the individual. (PO3)</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
General	<ul style="list-style-type: none"> Students must choose one of the activity sessions from P5 as the basis for Task 2b. Where students have attempted D2, it is suggested that they should use the activity session they have recommended.
P9	<ul style="list-style-type: none"> P9 relates to Topic Area 3.2. Responses must relate to the individual and the mental health disorder identified in the case study. Students can draw on content from Unit F400, Topic Area 5 for this criterion.
P10	<ul style="list-style-type: none"> P10 relates to Topic Area 3.3. Students must cover all four areas of the model.
M5	<ul style="list-style-type: none"> M5 relates to Topic Areas 3.3 and 3.4 and builds on P10. Students must cover all four areas of the STEP model and reasonable adjustments. If students feel that no adaptations are necessary in an area, they must explain why. Recommended adaptations and reasonable adjustments must be appropriate for the individual in the case study.
D4	<ul style="list-style-type: none"> There is no assessment guidance for this criterion.
P11	<ul style="list-style-type: none"> P11 relates to Topic Area 3.5. Students must relate their response to the individual in the case study.
M6	<ul style="list-style-type: none"> M6 builds on P11.
D5	<ul style="list-style-type: none"> D5 builds on M6.

Advice

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

Template for Task 1

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Emotional Self Assessment, adapted, University of Warwick, <https://warwick.ac.uk>.
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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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