

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

F405: Supporting mental health and wellbeing with outdoor and creative activities

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. 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 F405: Supporting mental health and wellbeing with outdoor and creative  
activities

Scenario Title: Supporting mental health and wellbeing through  
outdoor and creative activities (Ben and Layla)

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 F405
- 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)
- 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 how individuals' mental health and wellbeing can be supported by interacting with nature, and different creative and outdoor activities.

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 10 hours of supervised time and 2 hours of unsupervised time to complete. Students will need approximately:

- 4 hours to complete Task 1
- 3 hours to complete Task 2
- 3 hours to complete Task 3

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 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 F405: Supporting mental health and wellbeing with outdoor and creative activities

**Scenario title:** Supporting mental health and wellbeing through outdoor and creative activities (Ben and Layla)

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 are a trainee volunteer at a local branch of a mental health charity. The charity offers advice for people on how to improve their mental health and wellbeing. It also provides information about therapies and treatments to support mental health issues to help people understand the options available to them.

As part of your training, you will be exploring how nature and the outdoors can improve mental health and wellbeing. To help with this, you have been asked to reflect on your own experiences of nature and how they impact on your wellbeing. You must also find out about places in your local area where people can go to experience nature.

You must also prepare information packs for two people who have asked the charity for information about therapies that have been recommended to them. They are:

#### Information pack 1: Outdoor therapy

Ben who has asked for information about:

- Animal-assisted therapy

**OR**

- Green exercise therapy

#### Information pack 2: Creative activities and creative therapy

Layla's parents who have asked for information about:

- Drama and drama therapy

## Task 1

### Nature for mental health and wellbeing

Topic Area 1 is assessed in this task

Volunteers at the mental health charity provide advice and guidance on how nature and the outdoors can improve mental health and wellbeing. As part of your training, you have been asked to reflect on your own experiences of nature and how they impact on your wellbeing. You have also been asked to familiarise yourself with the outdoor spaces and new initiatives in your local area so that you can support people who ask for help.

#### The task is:

- Keep a journal of your interactions with nature for one week
- Research the link between nature and mental health and wellbeing
- Research the outdoor spaces in your local area
- Research one improvement that is being made to outdoor space(s) in your local area
- Write a report for your line manager about your interactions with nature and the impact on your mental health and wellbeing.

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: Describe three</b> ways you have interacted with nature during the one-week period. (PO4)</p>	<p><b>M1: Explain</b> how your interactions with nature have affected each element of your wellbeing. (PO2)</p>	<p><b>D1: Discuss</b> how you could improve your wellbeing through interactions with nature. (PO3)</p>
<p><b>P2: Outline</b> the factors affecting how you access nature. (PO4)</p>		
<p><b>P3: Find one</b> piece of reliable research into the link between interacting with nature and mental health and wellbeing. (PO4)</p>	<p><b>M2: Explain</b> what the research shows about the link between interacting with nature and mental health and wellbeing. (PO3)</p>	<p><b>D2: Discuss</b> how the initiative from <b>M3</b> will affect wellbeing in your community. (PO3)</p>
<p><b>P4: Research one</b> public green space and <b>one</b> public blue space in your local area. (PO4)</p>	<p><b>M3: Explain one</b> initiative your local authority has to improve green or blue spaces in your local area. (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
<b>General</b>	<ul style="list-style-type: none"> <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 elements 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 <b>must</b> include how they interacted with nature, whether the activities were indoors or outdoors, and the type and duration of activities.</li> <li>It is recommended that students reflect on the benefits of their interactions with nature as part of their journal.</li> <li>Journals can be in any format that the student chooses.</li> <li>Journals will not be assessed and do <b>not</b> need to be submitted to Cambridge OCR for moderation.</li> </ul>
<b>P2</b>	<ul style="list-style-type: none"> <li>The focus of <b>P2</b> is how students access nature in general on a regular basis and does <b>not</b> necessarily relate to <b>P1</b>.</li> <li><b>P2</b> relates to <b>Topic Area 1.3</b>. Students <b>must</b> consider all factors listed in the topic area.</li> </ul>
<b>M1</b>	<ul style="list-style-type: none"> <li>Students can use <b>F400, Topic Area 1.1.3</b> to support completion of <b>M1</b>.</li> <li>Students <b>must</b> include consideration of physical, mental, emotional and social wellbeing. If students consider there has been no impact on one or more of the elements, they <b>must</b> explain why.</li> </ul>
<b>D1</b>	<ul style="list-style-type: none"> <li><b>D1 must</b> relate to <b>M1</b>.</li> <li>Students can use <b>F400, Topic Area 1.1.3</b> to support completion of <b>D1</b>.</li> <li>If students do <b>not</b> consider that their wellbeing or access to nature could be improved, they <b>must</b> discuss why.</li> </ul>
<b>P3</b>	<ul style="list-style-type: none"> <li>Students can use research skills from <b>Unit F402, Topic Area 3.1</b>.</li> <li>Students <b>must</b> include a brief outline of the purpose of the research.</li> <li><u>Students <b>must</b> include why they consider the source of research to be reliable.</u></li> </ul>
<b>M2</b>	<ul style="list-style-type: none"> <li><b>M2</b> links to <b>P3</b>.</li> </ul>
<b>P4</b>	<ul style="list-style-type: none"> <li><b>P4</b> relates to <b>Topic Area 1.2</b>.</li> <li>Research <b>must</b> include specific details of the green and blue spaces including location, entry cost, size, facilities, opening times and the organisation that manages each of them.</li> </ul>

Assessment Criteria	Assessment guidance
<b>M3</b>	<ul style="list-style-type: none"><li>• Students should choose an initiative that allows them to access <b>D2</b>.</li><li>• The initiative <b>must</b> be planned, in progress or have been completed in the last twelve months.</li><li>• Explanations <b>must</b> include what the initiative is, its planned or actual completion date, details of the initiative and how it will improve the space.</li></ul>
<b>D2</b>	<ul style="list-style-type: none"><li>• Students can use <b>F400, Topic Area 1.1.3</b> to support completion of <b>D2</b>.</li></ul>

**Advice:**

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

## Task 2

### Preparing an information pack for outdoor therapies

Topic Area 2 is assessed in this task

#### Case study

Individual: Ben

Age: 54

Ben was recently diagnosed with depression. Ben is experiencing a lot of different emotions, particularly stress as he is worried about the impact of his diagnosis on his family and work. He has started to become withdrawn. Ben has been referred to a counsellor for treatment. As part of his treatment plan, his counsellor recommends he consider outdoor therapies as Ben mentions that he enjoys being outside in nature.

Ben has come to the charity to ask for some information about:

- Animal-assisted therapy
- OR
- Green exercise therapy

#### The task is:

- Create an information pack for the individual about **one** of the outdoor therapies.

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: Outline</b> the main features of the outdoor therapy. (PO2)	<b>M4: Explain</b> how <b>one</b> theoretical framework underpins nature's role in the outdoor therapy. (PO3)	<b>D3: Discuss</b> the extent to which the outdoor therapy is likely to benefit the individual. (PO3)
<b>P6: Explain</b> how the outdoor therapy will address the individual's needs. (PO2)		
<b>P7: Describe</b> three activities that are used as part of the outdoor therapy. (PO2)		
<b>P8: Research</b> a suitable provider for the outdoor therapy. (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
<b>General</b>	<ul style="list-style-type: none"> <li>Where criteria refer to 'the individual' this relates to the individual in the case study.</li> <li>Where criteria refer to 'the outdoor therapy' this relates to the outdoor therapy the candidate has chosen from 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>P5</b>	<ul style="list-style-type: none"> <li><b>P5</b> relates to <b>Topic Area 2.1</b>.</li> </ul>
<b>P6</b>	<ul style="list-style-type: none"> <li><b>P6</b> relates to <b>Topic Area 2.1</b>.</li> <li>Students <b>must</b> include consideration of at least <b>two</b> needs which <b>must</b> come from <b>two different</b> types of need (physical, intellectual, emotional or social).</li> </ul>
<b>P7</b>	<ul style="list-style-type: none"> <li><b>P7</b> relates to <b>Topic 2.3</b>.</li> <li>Students <b>must</b> select <b>three</b> activities and describe how they are used as part of the outdoor therapy.</li> </ul>
<b>P8</b>	<ul style="list-style-type: none"> <li>The research <b>must</b> include details of who the provider is, what activities take place, when and where the activities take place, and how to join or access the activity.</li> <li>By 'provider' we mean an organisation that provides outdoor therapy.</li> </ul>
<b>M4</b>	<ul style="list-style-type: none"> <li><b>M4</b> relates to <b>Topic Area 2.2</b>.</li> </ul>
<b>D3</b>	<ul style="list-style-type: none"> <li>Students <b>must</b> relate their discussion to the individual.</li> </ul>

### Advice:

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

### Task 3

#### Investigating creative therapies

Topic Area 3 is assessed in this task

#### Case study

Individual: Layla

Age: 15

Layla's adoptive parents feel she could benefit from support to help her manage her emotions. Layla experienced trauma in her early life and has anxiety and speech and language difficulties. Layla finds it difficult to concentrate at school and struggles to build friendships. She attends a performing arts after-school club which she really enjoys.

You have been asked to produce an information pack for Layla's parents about the creative activity and creative therapy below:

**Creative activity:** Drama

**Creative therapy:** Drama therapy

#### The task is:

Create an information pack about the creative activity and creative therapy.

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>P9: Describe three</b> ways the creative activity can improve mental health and wellbeing. (PO2)</p>	<p><b>M5: Explain</b> one psychological theory or approach underpinning the creative therapy. (PO3)</p>	<p><b>D4: Discuss</b> how the therapist could measure the effectiveness of the creative therapy for the individual. (PO3)</p>
<p><b>P10: Describe three</b> creative activity techniques that the creative therapist could use during a session with the individual. (PO2)</p>		
<p><b>P11: Research</b> how the creative therapy is regulated and supported by professional bodies. (PO4)</p>	<p><b>M6: Explain</b> how the creative therapist would work with the individual during a therapy session. (PO3)</p>	<p><b>D5: Discuss</b> the benefits to the individual of the creative therapy being regulated and supported by professional bodies. (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
<b>General</b>	<ul style="list-style-type: none"> <li>Where criteria refer to 'the creative therapy' this is the creative therapy specified 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>P9</b>	<ul style="list-style-type: none"> <li><b>P9</b> relates to <b>Topic Area 3.1</b>.</li> <li>This criterion relates to the creative <b>activity</b> specified in the scenario and <b>not</b> the creative therapy.</li> </ul>
<b>P10</b>	<ul style="list-style-type: none"> <li><b>P10</b> relates to <b>Topic Areas 3.3</b> and <b>must</b> relate to the creative therapy in the scenario.</li> <li>The techniques <b>must</b> be appropriate for the individual in the scenario.</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> summarise the relevant professional bodies, their role and how they support the creative therapist, as well as how the therapy is regulated.</li> </ul>
<b>M5</b>	<ul style="list-style-type: none"> <li><b>M5</b> relates to <b>Topic Area 3.2</b>.</li> <li>The psychological theory or approach does <b>not</b> need to come from the unit content but <b>must</b> be relevant to the specified therapy.</li> </ul>
<b>D4</b>	<ul style="list-style-type: none"> <li><b>D4</b> relates to <b>Topic Area 3.4</b>.</li> <li>The measures <b>must</b> be relevant to the individual in the scenario.</li> </ul>
<b>M6</b>	<ul style="list-style-type: none"> <li><b>M6</b> relates to <b>Topic Areas 3.3</b>.</li> <li>Students <b>must</b> relate their responses to the individual in the scenario.</li> </ul>
<b>D5</b>	<ul style="list-style-type: none"> <li><b>D5</b> relates to <b>Topic Area 3.3</b>.</li> <li>Students <b>must</b> relate their responses to the individual in the scenario.</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.

SAMPLE

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