CAMBRIDGE
OCR

Specification

Level 3 Award in

Personal Finance

Cambridge OCR Level 3 Award in Personal Finance | H056
For first teaching in 2026

Version 1.0 | November 2025
ocr.org.uk/personalfinance

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support, and resource qualifications now and into the future. We want teachers and students to enjoy and get the best out of our qualifications and resources, but to do that we need honest opinions to tell us whether we're on the right track or not. That's where you come in.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

Specification updates

Key changes have been listed below:

Section	Change	Version and date of issue
	First publication	Version 1.0

Contents

1 Qualification at a glance

1.1 Qualification structure

Key to units for this qualification:

EA = External Assessment	We set and mark the exam for this qualification.
M = Mandatory	There is one mandatory unit in this qualification. Students must complete the unit.
GLH = Guided Learning Hours	The teacher contact time needed to teach the content, plus the assessment time for the unit.

Cambridge OCR Level 3 Award in Personal Finance

For this qualification, students must complete one mandatory externally assessed unit.

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	Assessment method
F220	Personal finance	R/651/8519	30	EA

2 Why choose Cambridge OCR?

Choose Cambridge OCR and you have the reassurance that you are working with one of the UK's leading examination boards.

We work with teachers, employers and universities to create qualifications that support the needs of all students and help prepare them for their future. We offer A Levels, GCSEs, vocational qualifications and other academic options to schools, colleges, workplaces, and other organisations.

We are part of Cambridge University Press & Assessment, Europe's largest assessment agency and a department of the University of Cambridge. We play a leading role in developing and delivering assessments worldwide, operating in over 150 countries. We listen. The decisions we make when we develop our specifications are based on teacher and student feedback. To tell us more about your experiences of teaching Cambridge OCR, join our teacher panel and help shape the future of our qualifications.

2.1 Our specifications

We provide specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. Our specifications are designed to be straightforward to deliver and accessible for students. The design allows you to tailor the delivery of the course to suit your needs.

2.2 Our support

We provide a range of support services to help you at every stage, from preparation to delivery:

- A wide range of high-quality creative resources including resources created by leading organisations in the industry.
- Textbooks and teaching and learning resources from leading publishers. The Cambridge OCR Level 3 Award in Personal Finance page on our website has more information about all the published support for the qualifications that we have endorsed.
- Professional development for teachers to meet a range of needs. To join our training (either face-to-face or online) or to search for training materials, go to the Professional Development page on our website.
- Active Results which is our free results analysis service. It helps you review the performance of individual students or whole groups.
- ExamBuilder which is our free question-building platform. It helps you to build your own tests using past Cambridge OCR exam questions.
- Our Subject Advisors, who give information and support to centres. They can help with specification advice, updates on resources developments and a range of training opportunities. They use networks to work with subject communities and share ideas and expertise to support teachers.

2.2.1 More help and support

Whether you are new to us or already teaching with us, you can find useful information, help and support on our website. Or get in touch:

support@ocr.org.uk

01223 553998

2.3 People and Planet

We are part of Cambridge University Press & Assessment, which has clear commitments to champion sustainability, diversity, trust and respect for our people and planet.

We are committed to supporting a curriculum that helps young people develop an ethical view of the world. This enables them to take social responsibility, understand environmental issues and prepare them for the green jobs of the future.

Our equality, diversity, inclusion and belonging principles are that we:

- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our People and Planet page.

2.4 Aims and learning outcomes

Our Level 3 Award in Personal Finance will encourage students to:

- develop key knowledge, understanding and skills, relevant to the subject
- think analytically, logically and critically
- develop transferable learning and skills, such as critical thinking, reasoning and decision making which can be applied to work situations and progression to HE
- develop independence and confidence in managing finances, applying the knowledge and understanding that are relevant to all aspects of work, further study and life.

2.5 What are the key features of this specification?

The key features of our Level 3 Award in Personal Finance for you and your students are:

- a simple and intuitive assessment model, that has:
    - one externally assessed unit, which focuses on subject knowledge and understanding
- a specification developed with teachers specifically for teachers. The specification lays out the subject content, teacher guidance and delivery requirements clearly
- a flexible support package based on teachers' needs. The support package will help teachers to easily understand the qualification and how it is assessed
- our Subject Advisor who directly supports teachers
- a specification designed to:
    - complement A Levels and/or other Level 3 qualifications in a Post-16 study programme
    - develop wider transferable skills, knowledge and understanding desired by HEIs. More detail about the transferable skills this qualification may develop is in Section 6.2.

The Cambridge OCR Level 3 Award in Personal Finance is regulated by Ofqual, the Regulator for qualifications offered in England.

The qualification number is:

- 610/6706/4

2.6 Acknowledgements

We would like to acknowledge the following organisations for their input and support in the development of this qualification:
The Money and Pensions Service (MaPS)
The Money Charity
The Financial Times' Financial Literacy and Inclusion Campaign (FT FLIC)
Young Enterprise

3 Qualification overview

3.1 Cambridge OCR Level 3 Award in Personal Finance overview

Qualification number	610/6706/4
First entry date	01 September 2026
Guided learning hours (GLH)	30
Total qualification time (TQT)	40
Entry code	H056
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This is a Level 3 regulated non-performance table qualification.
Eligibility for funding	Funding approval TBC.
UCAS points	This qualification is recognised in the UCAS tariff tables. You'll find more information on the UCAS website.
This qualification is suitable for students who:	• are aged 16 and over in full and part time education • want to develop applied knowledge and understanding in handling finances • are studying to prepare for employment, or an apprenticeship and want to learn about the aspects of personal finance that they will need to manage • want to progress onto other related study, such as higher education courses, and be prepared to handle financial aspects of their life • are already in employment and want to develop applied knowledge and skills in managing personal finances.
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification.
Qualification requirements	• Students must complete one externally assessed unit.
Registering students and making entries	You must: • register each student for the subject at the start of the course. You will need to do this before you can make unit entries. The registration code is A026. • make exam unit entries for the relevant assessment series. • make qualification certification entries in the final series at the end of the course.
Assessment method/model	Unit F220 is assessed by an exam and marked by us.

Exam series each year	• January • June
Exam resits	Students can resit the examined unit (F220) twice. This means they can have three attempts **in total** at the exam for unit F220.
Grading	Information about unit and qualification grading is in Section 6.

3.2 Purpose statement

Cambridge OCR Level 3 Award in Personal Finance

QN:

Overview

Who is this qualification for

The Cambridge OCR Level 3 Award in Personal Finance is for students aged 16+ who want to develop knowledge and understanding of handling their finances. It will provide students with an awareness of the different types of financial products and services available to meet their needs as they prepare to progress, whether it be onto higher education, employment or an apprenticeship.

You might be interested in this qualification if you want a small qualification that builds knowledge about meeting your financial needs for the different stages in life, to go alongside your A Levels or other Level 3 qualifications. You will have the opportunity to apply what you learn to real-life contexts, such as:

- Selecting the most appropriate source of finance for a major purchase
- Creating a budget to manage finances and achieve financial goals

This qualification will also help you develop independence when managing your own finances, preparing you for the future. In addition to developing knowledge about finances, you will develop the following transferable skills, qualities and behaviours.

- **Confidence:**

  Financial education helps build financial confidence, supporting decision making and the fulfilment of financial goals.

- **Critical thinking and reasoning:**

  Understanding how to compare financial products develops critical thinking, analysis, and evaluation skills.

- **Decision making:**

  Through analysis and evaluation of financial information, confident decisions can be made.

- **Problem solving:**

  Use knowledge of available financial services to decide upon the best course of action.

What you will study when you take this qualification

Through a combination of theoretical study and applying your knowledge to a variety of scenarios, you will develop your knowledge and skills. More information about the knowledge and skills you will develop is below.

- F220: Personal Finance

This unit is assessed by an exam.

In this unit you'll learn about the financial needs you're likely to experience during your lifetime and the financial products that may help you to meet these needs.

Topic Area 1: Personal financial activity

Topic Area 2: Using financial services

Topic Area 3: Financial planning

Subject areas that might complement this course

This qualification complements all subject areas that may be included in a 16-19 study programme.

How the qualification helps progression

Both the subject-specific knowledge and understanding, and the broader transferable skills developed in this qualification will help you when you progress into either higher education or employment. Personal finance is a key employability skill, widening prospects and helping you consider which careers appeal to you, as well as being valuable in all aspects of life.

Why you should take the OCR Level 3 Award in Personal Finance

You should take our Personal Finance qualification if you want a small Level 3 qualification that builds knowledge and understanding about handling your finances. This small qualification can be taken alongside A Levels and/or other Level 3 qualifications to enrich your learning, helping you to build broader knowledge and skills that are valued for employment and undergraduate study.

More information

More information about this qualification is in these documents:

- Sample Assessment Material (SAM) Question Paper:
  - Unit F220: Personal finance
- Guide to our SAM Question Paper:
  - Unit F220: Personal finance

4 About this qualification

4.1 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) you will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully complete their qualification.

The Cambridge OCR Level 3 Award in Personal Finance is 30 GLH and 40 hours TQT.

4.2 Availability and language

Our Level 3 Award in Personal Finance is available in England only. It is **not** available in Wales or Northern Ireland.

The qualification and its assessment materials are available in English only. We will only assess answers written in English.

5 Units

5.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks.

5.1.1 Externally assessed unit (F220)

The externally assessed unit contains a number of topic areas.

For each topic area, we list the **teaching content** that must be taught and give information on the **breadth and depth** of teaching needed.

Teaching content

Questions can be asked about anything in the teaching content or breadth and depth columns.

Breadth and depth

The breadth and depth column:

- clarifies the breadth and depth of teaching needed
- indicates the range of knowledge and understanding that can be assessed in the exam
- confirms any aspects that you do not need to teach as ‘does not include’ statements.

Teaching must cover **both** the **teaching content** and **breadth and depth** columns.

Knowledge and understanding

This is what we mean by knowledge and understanding:

Knowledge	• Be able to identify or recognise an item, for example on a diagram. • Use direct recall to answer a question, for example the definition of a term.
Understanding	• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; advantages and disadvantages of; benefits and limitations of; purpose of; suitability of; recommendations for improvement; appropriateness of something to/in different contexts.

Students will need to **understand** the content, unless the breadth and depth column identifies it as knowledge only.

Any item(s) that should be taught as **knowledge** only will start with the word ‘know’ in the breadth and depth column.

All other content must be taught as understanding.

5.1.2 Command words

Appendix A gives information about the command words that will be used in the external assessments.

5.1.3 Performance objectives (POs):

The Level 3 Award in Personal Finance has three Performance Objectives.

PO1	Show knowledge and understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance

The weightings of the Performance Objectives in this qualification are:

Performance Objective	**Overall weighting**
PO1	26-40%
PO2	36-50%
PO3	24%
Overall weighting of assessments	**100%**

5.2 Externally assessed unit

Unit F220: Personal finance

Unit aim

Worrying about money, and being able to pay bills, is a concern for many people. Managing personal finances carefully can help to reduce financial stress, support long-term wellbeing and empower informed choices that directly impact on the quality of life. Understanding the financial products and services that are available to help meet immediate needs, cope financially with unexpected events, or plan for the different stages in life can improve both mental and physical health and is beneficial to both individuals and society.

In this unit you will learn how to plan financially to meet your needs at different stages in your life. By identifying different sources of income, and different types of expenditure, you will learn how to budget to meet your financial needs. This might involve buying your first car, starting work, purchasing property, and planning for retirement. You will also learn about the different types of financial products and services that are available to help you meet your financial needs, manage financial risks, and where you can access help and guidance.

<table>
<tr><td colspan="2">Unit F220: Personal finance</td></tr>
<tr><td colspan="2">Topic Area 1: Personal financial activity</td></tr>
<tr><th>Teaching content</th><th>Breadth and depth</th></tr>
<tr><td colspan="2">1.1 Income</td></tr>
<tr><td>1.1.1 Sources of income
□ Benefits
□ Employment
□ Interest from savings
□ Investment income
□ Self-employment
□ Side-hustle
□ Pension
□ Regular gift payments from family</td><td>To include:
□ Know that benefits are paid by the government
□ The difference between income from employment, self-employment and a side-hustle
□ Know the difference between a wage and salary
□ Know that interest from savings may be paid monthly, quarterly or annually
□ Investment income includes dividend payments from shares and rental income from property (buy-to-let investments)
□ Know that pension income may come from the state pension and/or private/workplace pensions

Does not include:
□ Different types of benefits, their qualifying criteria or rates</td></tr>
</table>

1.1.2 Financial documents relating to income □ Pay slip • Gross pay • Deductions ○ Income tax ○ National insurance ○ Workplace pension ○ Other deductions ▪ Childcare ▪ Cycle to work ▪ Gym membership ▪ Health insurance ▪ Season ticket loans ▪ Student loan • Net pay □ P45 □ P60	To include: □ Know why people pay income tax and national insurance contributions □ Know there are different rates of income tax for different levels of earnings □ Know that a tax code is provided by the Inland Revenue each year □ Personal allowance, tax code and the impact on net pay □ Self-employed responsibility to pay income tax through self-assessment □ Self-employed choice to pay national insurance contributions □ Purpose of a P45 and P60 Does not include: □ In depth understanding of the income tax, national insurance and self-assessment processes □ The earning levels and rates of income tax. If required these will be provided in the exam
1.2 Expenditure	
1.2.1 Essential spending □ Commuting • Costs of running a vehicle ○ Fuel ○ Insurance ○ Maintenance and Ministry of Transport (MOT) Test ○ Vehicle tax • Public transport fares □ Debt repayments □ Groceries □ Housing • Mortgage • Rent □ Taxes • Council tax • Value Added Tax (VAT) □ Utilities • Broadband • Electricity • Gas • Water	To include: □ Know that essential spending is used to pay for items required for basic living □ Essential spending involves payments, that can vary in amount, made at regular intervals: • Weekly • Monthly • Quarterly • Annually □ Know that vehicle insurance, tax and MOT are legal requirements □ Know that a mortgage is a long-term loan secured against the property it is used to purchase □ Know what services council tax pays for □ Know that the amount of council tax depends on the size of the property □ Know that VAT is a consumption tax charged on many goods and services □ Know that different rates of VAT exist □ How any changes in essential spending can impact an individual Does not include: □ The names of insurance providers □ Knowledge of the standard, reduced rate or zero rate of VAT □ Knowledge of vehicle tax rates □ Knowledge of council tax bands and property valuation □ Legislation related to renting a property

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1.2.2 Discretionary spending
□ Assets
• Household appliances and devices
• Furniture
• Property
o Home ownership
o Renting
o Shared ownership
• Vehicles
□ Consumables
• Clothing
• Groceries
• Entertainment/socialising
• Hobbies
• Insurance
• Mobile phone contract
• Personal care
• Travel

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To include:
□ Know that discretionary spending is used to pay for items related to improving quality of life
□ Know that gifts for others are considered discretionary spending
□ Know the difference between an asset and a consumable
□ The difference between planned discretionary spending and unplanned discretionary spending
□ How any changes in discretionary spending can impact an individual
□ The difference between home ownership, renting and shared ownership
□ Advantages and disadvantages of home ownership, renting and shared ownership
□ Know terms related to property
• Tenant
• Landlord
• Homeowner
• Guarantor
• Estate/letting agent
• Tenancy Agreement
□ Owning a property outright or through a mortgage
□ Individuals can rent from a private landlord or social landlord
□ The need for a deposit when renting a property or applying for a mortgage
□ Know that home ownership is challenging for many young people

Does not include:
□ The names of insurance providers
□ The legal process of acquiring property
□ How to find a property
□ Statistics on types of tenure
□ Freehold versus leasehold
□ Staircasing for shared ownership
□ Holding deposits and security deposits
□ The need for landlords to use a government approved tenancy deposit scheme
□ “Bank of mum and dad”

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1.3 Savings

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1.3.1 Reasons for saving
□ Emergency fund
□ Future plans

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To include:
□ Know that saving involves setting aside money for the future, and can be used to pay for discretionary spending
□ Know that an emergency fund is a buffer for unplanned spending
□ The importance of having savings

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Topic Area 2: Using financial services	
Teaching content	**Breadth and depth**
2.1 Financial services	
2.1.1 Methods of payment □ Bank transfer • Bankers' Automated Clearing System (BACS) • Clearing House Automated Payment System (CHAPS) • Faster payment system □ Cash □ Credit card □ Cryptocurrency □ Debit card □ Direct debit □ Mobile payment application (digital wallet) □ Online payment systems □ Standing order	To include: □ Faster payments enable instant transfer between accounts □ Know the risks involved in using cash to make and receive payments □ Know the difference between a debit card and a credit card □ Know the difference between direct debits and standing orders □ Advantages and disadvantages of each method of payment □ Know that a cryptocurrency is a digital currency not issued by a central authority Does not include: □ Names of mobile payment applications □ Names of online payment systems □ Knowledge of the features of CHAPS and BACS □ Knowledge of specific debit and credit card products □ Names of cryptocurrency
2.1.2 Types of accounts □ Current accounts • Student accounts • Standard current account • Paid for current account □ Savings accounts • Easy access • Fixed rate savings/bonds • Tax efficient Individual Savings Account (ISA) accounts: o Cash ISA o Stocks and shares ISA o Lifetime ISA o Innovative finance ISA • Premium bonds	To include: □ Features of the different types of accounts □ Facilities of a current account: • Debit card • Direct debit • Standing order • Overdraft • Use of Automated Teller Machine (ATM) □ Tax efficient accounts may change according to government policy □ Know the target customers for different types of savings accounts □ An awareness of how interest rates on current and savings accounts compare □ Impact of tax on interest □ Know that the interest paid on savings depends on the base rate □ The benefits of spreading savings across different types of account Does not include: □ Knowledge of specific interest rates on accounts (interest rates for accounts will be provided in the exam if required) □ Specific products offered by any specific provider □ The rules relating to specific savings accounts

2.1.3 Types of borrowing □ Debt • "Good debt" • "Bad debt" □ Short-term borrowing • Credit card • Overdraft • Personal loan • Buy now, pay later □ Long-term borrowing • Hire purchase (HP) • Long-term loan o Personal loan o Personal contract purchase (PCP) • Mortgage o Fixed rate o Variable rate o Offset o Tracker • Student loan	To include: □ Know that short-term borrowing is 12 months or less and long-term borrowing is over 12 months □ Know that borrowing applications may involve a detailed analysis of the applicant's financial situation/history to assess the risk of default □ Know that individuals must be at least 18 years old to borrow □ Know that interest: • is charged on borrowing • can be fixed or variable • depends on the base rate □ Know the difference between Annual Percentage Rate (APR) and Annual Equivalent Rate (AER) □ Factors considered when borrowing: • Income • Deposit • Credit score/history • Employment stability • Amount borrowed □ Factors to consider when evaluating different types of borrowing: • Interest charged • Any additional fees • Monthly repayments • Lending criteria • Term • The amount that can be borrowed • Security/collateral □ Consequences of not meeting repayments: • Additional charges • Impact on credit score • Ability to borrow in the future • Possibility of eviction and/or repossession □ Know the term Standard Variable Rate (SVR) □ The impact of changes in the base rate on mortgage repayments for different mortgage types □ Know the features of each type of mortgage □ The advantages and disadvantages of repayment and interest-only mortgages □ Know the meaning of loan-to-value and how the amount of deposit can affect the products available Does not include: □ The names of financial providers □ Examples of specific products □ Knowledge of base rate values □ The terms of student loans

2.1.4 Types of insurance □ Car insurance • Comprehensive • Third party, fire and theft • Third party □ Critical illness cover □ House insurance • Buildings • Contents □ Life insurance □ Travel insurance	To include: □ Know terms related to insurance: • Premium • Excess • Claim • Policy □ Legal requirements versus personal choice □ Factors affecting insurance premiums □ Know that tenants only need contents insurance □ Link between insurance and attitude to risk Does not include: □ The names of insurance providers
2.1.5 Types of investment □ Cryptocurrency □ Property □ Stocks and shares	To include: □ What stocks and shares are □ Risk versus reward □ Value can increase and decrease □ Investment timeline □ Property as a buy-to-let investment Does not include: □ Knowledge of stock market performance over time □ Legislation regarding renting a property □ The process of buying stocks and shares
2.1.6 Types of pension □ State pension □ Private pension □ Workplace pension	To include: □ The need for a pension □ Features of different types of pension □ Know that employees are automatically enrolled into a pension scheme □ Know that employers and employees contribute to the pension □ Know the state pension age and be aware that it can change Does not include: □ Detailed knowledge of the tax position of pensions □ Detailed knowledge of the planned changes to state pension □ How demographic change affects the future affordability of the state pension
2.2 Credit score	
2.2.1 An individual's credit score □ Purpose of a credit score □ What affects an individual's credit score	To include: □ Know what a credit score is □ How to check your credit score □ What high and low credit scores mean □ Credit score versus credit history Does not include: □ Analysis of specific credit scores □ Knowledge of specific companies offering the service to check a credit score □ The names of credit reference agencies

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2.2.2 The importance of an individual's credit score

- ◻ The impact that credit score has on an individual
- ◻ Ways of building a positive credit score

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To include:

- ◻ Impacts on credit score:
  - Positive factors
  - Negative factors
- ◻ Impact on individual:
  - Ability to borrow
  - Ability to rent a property
  - Interest rates charged on borrowing
  - Insurance premiums
- ◻ Ways to improve a credit score
  - Meet all financial responsibilities on time
  - Register on the electoral roll
  - Be selective about which financial products to apply for
  - Repay any outstanding debts

Does not include:

- ◻ Knowledge of specific credit scores

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<table>
<tr><th colspan="2">Topic Area 3: Financial planning</th></tr>
<tr><th>Teaching content</th><th>Breadth and depth</th></tr>
<tr><th colspan="2">3.1 Planning for different stages in life</th></tr>
<tr><td>

3.1.1 Stages in life

- ◻ Education
- ◻ Home
- ◻ Work
- ◻ Retirement

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To include:

- ◻ Likely financial needs and financial products at each stage in life:
  - Education:
    - Sixth form/college
    - Apprenticeships
    - University
      - Accommodation
      - Course fees
      - Student loan
  - Home:
    - Changes in family circumstances
      - Planned
      - Unplanned
    - Moving into a first home
    - Moving house
  - Work:
    - Planned changes to working life:
      - Reducing hours
      - Gap year(s)
      - Self-employment
      - Redundancy
  - Retirement:
    - Early retirement (pre-state retirement age)
    - State-age retirement

Does not include:

- ◻ Knowledge of specific state retirement ages

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<table>
<tr><td colspan="2">3.2 Personal budgeting</td></tr>
<tr><td>3.2.1 Reasons to budget
□ Achieve financial goals:
• Build up savings
• Make a major purchase
• Plan for major life events
• Reduce debt/be debt free
• Retirement
□ Prevent overspending
□ Have control over finances</td><td>To include:
□ Know what disposable income is
□ Impact of financial goals on financial decisions and a budget
□ Impact of having pre-existing debt when making financial choices
□ Opportunity cost when making financial decisions
□ Recommendations in context of how to achieve financial goals</td></tr>
<tr><td>3.2.2 How to budget
□ Estimating income
□ Estimating outgoings
□ Managing overspend
□ Managing underspend</td><td>To include:
□ Information required to complete a personal budget
□ Completion of a personal budget
□ Recognising potential overspend in a personal budget and identifying solutions to address it
□ Recognising potential underspend in a budget and plan how to use it</td></tr>
<tr><td colspan="2">3.3 Risks to financial safety and security</td></tr>
<tr><td>3.3.1 Risks
□ Hacking
□ Identity theft
□ Scams
□ Phishing</td><td>To include:
□ Impact on credit score
□ Ways of mitigating or avoiding financial risk
□ How an individual’s attitude to risk can influence the financial services chosen

Does not include:
□ In-depth understanding of the processes involved when mitigating or avoiding financial risk</td></tr>
<tr><td colspan="2">3.4 Financial help and guidance</td></tr>
<tr><td>3.4.1 Sources of help and guidance
□ Citizens Advice
□ Family and friends
□ Financial providers
□ Government
□ Independent Financial Advisors (IFAs)
□ Online communities
□ Solicitors
□ Voluntary groups
□ Workplace/education provided advisors</td><td>To include:
□ Advantages and disadvantages of each source
□ Types of guidance provided by each source
□ Recommend sources of help for a given context

Does not include:
□ In-depth knowledge of the services provided by each source</td></tr>
</table>

Assessment guidance

This unit is assessed by an exam. The exam is 1 hour and has **50** marks in total. All questions in the exam are compulsory.

The exam will **always** have:

Section A	• A short fictional case study
	• Question types may include
	    ○ Forced choice/controlled response questions
	    ○ Short answer, closed response questions
	    ○ An extended constructed response question with points-based marks scheme

Section B	• A short fictional case study
	• Question types may include
	    ○ Forced choice/controlled response questions
	    ○ Short answer, closed response questions
	    ○ An extended constructed response question with points-based marks scheme
	• One nine mark extended constructed response question with a levels of response marks scheme

This will be conducted under examination conditions. For more details refer to the Administration area.

The guide to our Sample Assessment Material for this unit gives more information about the layout and expectations of the exam.

The exam for this unit assesses the following Performance Objectives:

- PO1 – Show knowledge and understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

6 Assessment and grading

6.1 Overview of the assessment

Entry code	H056
Qualification title	Cambridge OCR Level 3 Award in Personal Finance
GLH	30*
Reference	610/6706/4
Total units	One mandatory unit: F220

*the GLH includes assessment time for each unit

Unit F220: Personal finance
30 GLH 1 hour written exam 50 marks Set and marked by us Calculators may be used in this exam The exam will **always** have: • Two sections • A short case study in each section • Forced choice/controlled response questions • Short answer, closed response questions • Extended constructed response questions with points-based marks schemes • One nine mark extended constructed response question with a levels of response marks scheme

6.2 Transferable skills

This qualification gives students the opportunity to gain broad, transferable skills and experiences that they can apply in future study, employment and life.

Higher Education Institutions (HEIs) have told us that developing some of these skills helps students to transition into higher education.

These skills include:

- Communication
- Confidence
- Critical thinking
- Decision making
- Independent learning
- Problem solving

6.3 Grading and awarding grades

We mark the externally assessed unit.

The external assessment is marked according to a mark scheme, and the mark achieved will determine the unit grade awarded (pass, merit or distinction). We determine grade boundaries for the external assessment in each assessment series.

If a student doesn’t achieve the mark required for a pass grade, we issue an unclassified result for the unit.

Qualification

The qualification grades are:

- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

6.4 Performance descriptors

Performance descriptors indicate likely levels of attainment by representative students performing at the pass, merit and distinction grade boundaries at Level 3.

The descriptors must be interpreted in relation to the content in the unit. They are not designed to define that content. The grade achieved will depend on how far the student has met the assessment requirements overall. Shortcomings in some parts of the assessment might be balanced by better performance in others.

Level 3 Pass

At pass, students show adequate knowledge and understanding of the basic elements of much of the content being assessed. They can develop and apply their knowledge and understanding to some basic and familiar contexts, situations and problems.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are often limited.

Many of the most fundamental skills and processes relevant to the subject are executed effectively but lack refinement, producing functional outcomes. Demonstration and application of more advanced skills and processes might be attempted but not always executed successfully.

Level 3 Merit

At merit, students show good knowledge and understanding of many elements of the content being assessed. They can sometimes develop and apply their understanding to different contexts, situations and problems, including some which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are likely to be mixed, with some good examples at times and others which are less accomplished.

Skills and processes relevant to the subject, including more advanced ones, are developed in terms of range and quality. They generally lead to outcomes which are of good quality, as well as being functional.

Level 3 Distinction

At distinction, students show thorough knowledge and understanding of most elements of the content being assessed. They can consistently develop and apply their understanding to different contexts, situations and problems, including those which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are successful in most cases.

Most skills and processes relevant to the subject, including more advanced ones, are well developed and consistently executed, leading to high quality outcomes.

7 Administration

This section gives an overview of the processes involved in administering this qualification. More information about the processes and deadlines involved at each stage is on our Administration pages.

7.1 Assessment availability

There are two assessment opportunities available each year: one in January and one in June.

All students must take the exam at a set time on the same day in a series.

Qualification certification is available in each series.

7.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website.

7.3 Equality Act information relating to the Cambridge OCR Level 3 Award in Personal Finance

The Cambridge OCR Level 3 Award in Personal Finance requires assessment of a broad range of skills and, as such, prepares students for further study and higher-level courses.

This qualification has been reviewed to check if any of the competences required present a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

7.4 Accessibility

There can be adjustments to standard assessment arrangements based on the individual needs of students. It is important that you identify as early as possible if students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and that you choose a qualification or adjustment that allows them to demonstrate attainment.

If a student requires access arrangements that need approval from us, you must use Access arrangements (online) to gain approval. You must select the appropriate qualification type(s) when you apply. Approval for GCSE or GCE applications alone does not extend to other qualification types. You can select more than one qualification type when you make an application. For guidance or support please contact our Special Requirements Team.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ document Access Arrangements and Reasonable Adjustments.

If you have students who need a post-exam adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document A guide to the special consideration process.

If you think any aspect of this qualification unfairly restricts access and progression, please email Support@ocr.org.uk or call our Customer Support Centre on **01223 553998**.

7.5 Requirements for registering students and making unit entries

We provide information on key dates, timetables and how to submit marks on our website.

Your centre must be registered with us as an approved centre before you register students and can make entries. Centre approval should be in place well in advance of making your first entries. Details on how to register with us are on our website.

7.5.1 Registering your students

At the start of the course, you need to register your students for the Cambridge OCR Level 3 Award in Personal Finance. The registration code for this subject is A026.

Full information about how to register students is on the Administration pages of our website.

7.5.2 Making unit entries

When students are ready for assessment, you must make exam unit entries for the relevant assessment series. Students must be entered for the unit entry code in the table below.

You need to register your students first, before you can make individual unit entries. Individual unit entries should be made for each series in which you intend to sit the externally assessed examination.

Unit entry code	Component code	Assessment method	Unit title
F220	01	Written paper	Personal finance

Full information about how to make entries for units is on our Administration pages.

7.6 Making certification entries

You must enter students for qualification certification separately from registration and unit entries. You should make a **certification entry** in the final series, at the end of the student's course. If a certification entry is **not** made, no overall grade can be awarded. This is the qualification that students should be entered for:

- Cambridge OCR Level 3 Award in Personal Finance - certification code H056.

7.7 Unit and qualification resits

Students can resit the assessment for the unit if it is in their best interest to do this. Students may resit the examined unit (F220) twice before certification. This means they can have three attempts in total at the exam for this unit.

When you arrange resit opportunities, you must make sure that you do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if the student has taken full advantage of the first assessment opportunity and any formative assessment process.

7.8 Post-results services

A number of post-results services are available:

- Reviews of results - if you think there might be something wrong with a student's results, you may submit a review of marking.
- Missing and incomplete results - if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied you should use this service.
- Access to scripts - you can ask for access to marked scripts.
- Late certification - following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification**. This is a free service.

Please refer to the JCQ Post-Results Services booklet and our Administration pages for more guidance about post-results services.

Appendix A: Command Words

External assessment

The table below shows the command words that will be used in exam questions. This shows what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Command Word	Meaning
Analyse	• 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
Annotate	• Add information, for example, to a table, diagram or graph
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Choose	• Select an answer from options given
Compare	• Give an account of the similarities and differences between two or more items or situations
Complete	• Add information, for example, to a table, diagram or graph to finish it
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Draw	• Produce a picture or diagram
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Give examples	• Give relevant examples in the context of the question
Identify	• Name or provide factors or features from stimulus
Label	• Add information, for example, to a table, diagram or graph until it is final
Outline	• Give a short account or summary
State	• Give factors or features • Give short, factual answers

Contact the team at:
01223 553998
support@ocr.org.uk
ocr.org.uk

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