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Introducing Cambridge Advanced Nationals (AAQs)

Mental Heath: Individuals and Society

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Introducing Cambridge Advanced Nationals (AAQS)

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What are Alternative Academic Qualifications (AAQs)?

Designed for students aged 16 to 19 years, AAQs are Level 3 qualifications that can be combined with A Levels, or with themselves, as part of a post-16 study programme.

Cambridge Advanced Nationals, our AAQs, encourage students to:

- develop subject specific key knowledge, understanding, and skills
- think creatively, innovatively, analytically, logically, and critically
- develop valuable communication skills that are important in all aspects of further study and life
- develop transferable skills, such as evaluation, planning, presentation, and research skills
- develop independence and confidence in applying their knowledge and skills

Our range of subjects

Subjects for first teach **September 2025**:

Subject	Size	
Applied Science	Certificate	180 GLH
	Extended Certificate	360 GLH
Human Biology	Certificate	180 GLH
	Extended Certificate	360 GLH
Computing: Application Development	Certificate	150 GLH
	Extended Certificate	360 GLH
IT: Data Analytics	Certificate	150 GLH
	Extended Certificate	360 GLH
Engineering	Certificate	180 GLH
	Extended Certificate	360 GLH
Health and Social Care	Certificate	180 GLH
	Extended Certificate	360 GLH

Our range of subjects

Subjects for first teach **September 2026**:

Subject	Size	
Cyber Security and Networks	Certificate	150 GLH
	Extended Certificate	360 GLH
Mental Health: Individuals and Society	Certificate	180 GLH
	Extended Certificate	360 GLH

Cycle 2 subjects – first teach: TBC

We've developed Cambridge Advanced Nationals in the following subjects. These subjects could change, depending on DfE guidance.

- Creative Media Production
- Enterprise and Innovation
- Marketing
- Policing and Criminal Justice
- Sport and Physical Activity

The DfE haven't announced a submission date for Cycle 2 AAQs yet.

How are Cambridge Advanced Nationals assessed?

Cambridge Advanced Nationals are assessed holistically and have a simple and intuitive assessment model, comprising:

- externally assessed units, which focus on subject knowledge and understanding
- applied or practical non-exam assessment units (NEA)
- optional NEA units to provide flexibility

Subject	Qualification	Size	External assessment	NEA
Mental Health: Individuals and Society	Certificate	180 GLH	50%	50%
Mental Health: Individuals and Society	Extended Certificate	360 GLH	40%	60%

Why choose Cambridge Advanced Nationals (AAQs)?

Why choose Cambridge Advanced Nationals (AAQs)?

Every mark matters: We've removed hurdles because we want students to achieve their full potential. Our marking criteria are all worth one point each, and those points are all included in calculating the overall qualification grade. **No marks go to waste**

Features teachers love and more: we've kept **visiting moderation**, a blend of exam and coursework units, a Certificate drop-down, and we're keeping the well-recognised Pass, Merit, Distinction, Distinction* grade scale

Pathways to university: Designed in **collaboration with teachers and universities**, Cambridge Advanced Nationals equip students with UCAS points and a well-rounded skill set for today's undergraduate studies as part of a Level 3 programme of study

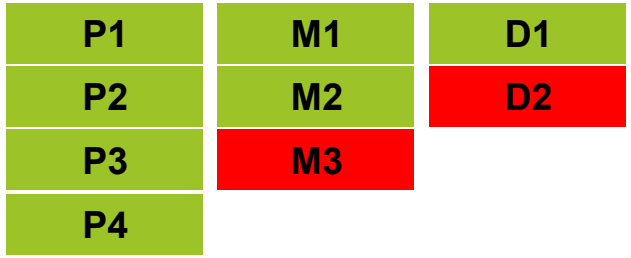
Complementary practical application: Designed to be taken alongside A Levels, Cambridge Advanced Nationals seamlessly complement a mixed study programme while maintaining a strong focus on the practical application of skills and knowledge – a valuable supplement to A Levels, **preparing students for university or employment**.

Our marking approach – every mark matters

How it works at qualification level

Each mark that a student achieves counts towards their final qualification outcome.

Old hurdles model



The red criteria haven't been achieved. In the model above, M1, M2 and D1 wouldn't count towards the final qualification grade, because the student would be capped at a Pass.

Our new model

Using our new approach, M1, M2 and D1 all count towards the final qualification grade, as every mark counts.

Boundaries* for each unit can be found in the specification. The example above is simplified for illustration.

Every mark matters – at unit level

Green criteria have been achieved; Red criteria have not been achieved.

Old hurdles model

In the model above, the student would fail the unit, as they haven't achieved all the Pass criteria.

Our new model

Using our new approach, the same student would now pass the unit – as they've achieved enough criteria and points to meet the pass boundary.

Boundaries* for each unit can be found in the specification. The example above is simplified for illustration.

Every mark matters – the detail

An example of a 50GLH unit in our new Cambridge Advanced Nationals

Total number of criteria: **24** (12 Pass, 7 Merit, 5 Distinction)

Total required for a **Pass: 10**
Total required for a **Merit: 15**
Total required for a **Distinction: 20**

The total required for a Pass, Merit or Distinction can come from any unit criteria (e.g., 8 pass, 2 merit and 2 distinction would result in an overall unit Pass)

*Boundaries will be reviewed over time

If a student achieves a pass with 13 marks, they carry 13 marks forward.

We won't cap them at 10 marks.

Moderation with OCR

- No Lead Internal Verifier needed and no need to submit plans
- Two windows of submission per academic year that match the academic timetable
- In-person or virtual meetings to discuss internal moderation and review a sample of candidates for each unit

Constructive feedback from moderators about areas for improvement

Interested in joining our Moderation team?

We will have vacancies for Cambridge Advanced Nationals

Find out more and apply

UCAS tariff points and Higher Education support

Cambridge Advanced Nationals are worth UCAS Tariff points and our qualifications are on the UCAS Tariff points calculator.

Certificate		Extended Certificate	
Distinction*	28 points	Distinction*	56 points
Distinction	24 points	Distinction	48 points
Merit	16 points	Merit	32 points
Pass	8 points	Pass	16 points

We have letters of support from a wide range of universities, including Russell Group universities.

Key benefits

Every mark counts towards the final grade – if you achieve 13 criteria you get 13 marks

The Certificate drop down to protect students' achievement

The exam: NEA ratio, favouring practical work over question papers

New and interesting content, in qualifications that feel familiar

Optionality, allowing you to tailor your course

Subject advisors to support you every step of the way

Mental Health: Individuals & Society (H098; H198)

First Teach September 2026

Mental Health: Individuals & Society funding

Cambridge Advanced National (AAQ) in Mental Health: Individuals and Society is a brand-new qualification and does not replace any existing Cambridge Technicals

Subject	Entry Code	Qualification name	GLH	First teach		
				2025/26	2026/27	2027/28
Cambridge Advanced Nationals	H098	Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals & Society (Certificate)	180		Yes	Yes
	H198	Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals & Society (Extended Certificate)	360		Yes	Yes

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What is unique about Cambridge OCR's Mental Health: Individuals & Society AAQ?

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Key points to know:

Set assignments for each new year 12 cohort for all NEA units, i.e. with a 2-year life-span

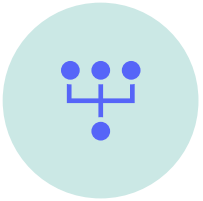
Clear and granular criteria: one criteria, one mark

Opportunity for students to improve and resubmit work (more on our moderation approach later)

Brand-new qualification, offering a fresh perspective on this highly relevant and important subject

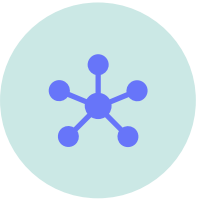
2 resits per exam available in a January or June series, i.e. 3 attempts per paper – best mark is used for certification

Strong focus on accessibility – mixture of question items, consistency each year – maximum 1 hour 45 per exam paper



“PO1, PO2 and PO3” in the external assessments, “PO2, PO3 and PO4” in the NEA units – applied to the context, plagiarism in mind throughout

Certificate option available – unique from other boards’ AAQ proposals



Developed with input from prominent mental health and wellbeing organisations and charities

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Cambridge Advanced Nationals (AAQ) in Mental Health: Individuals & Society

Unit number and title		How is it assessed?	Mandatory or optional	GLH
F400	**Fundamentals of Mental health and the individual***	Examined	Mandatory	90
F401	Mental health, wellbeing and society	Examined	Mandatory	60
F402	**Supporting and promoting mental health and wellbeing in organisations***	Non-Examined	Mandatory	90
F403	Community-based support for mental health and wellbeing	Non-Examined	Mandatory	60
F404	Supporting mental health and wellbeing with physical activity	Non-Examined	Optional	60
F405	Supporting mental health and wellbeing with outdoor and creative activities	Non-Examined	Optional	60

***F400 and F402 form the 180GLH Certificate**

View the Specification and Sample Assessment Materials here

Study programme examples

				Examples of degree course or career path
AAQ Mental Health: Individuals & Society 360 GLH	+ A Level Biology +	A Level Psychology	→	BSc (Hons) Psychology with Mental Health
AAQ Mental Health: Individuals & Society 360 GLH	+ AAQ Health and Social Care +	A Level Drama/ Art/ Music	→	BA (Hons) Creative and Therapeutic Arts
AAQ Mental Health: Individuals & Society 360 GLH	+ AAQ Human Biology 360 GLH +	Cambridge Technical Sport 360 GLH	→	BSc (Hons) Psychology of Sport
AAQ Mental Health: Individuals & Society 360 GLH	+ AAQ Health & Social Care 360 GLH +	AAQ Human Biology 360 GLH	→	BSc (Hons) Mental Health and Wellbeing/ BSc (Hons) Child & Adolescent Mental Health & Wellbeing/ BSc (Hons) Public Health

Post-16 mixed study programme examples based on:

- 1 AAQ + 2 A Levels
- 2 AAQs + 1 A Level
- 3 AAQs
- 2 AAQs + 1 Cambridge Technical

Unique features of Mental Health: Individuals & Society

Brand-new qualification, focusing on a significant and growing subject area that resonates with young people, helping them to understand the range of factors that can influence our mental health and the potential effects they can have.

Our qualification highlights the pressing issue of mental health and wellbeing, contributing towards national and global progress in this area, supporting young people to build their resilience, and develop strategies and techniques to support themselves and others

Covers content that is relevant and engaging for young people including societal perspectives on mental health; the effects of media and social media; physical activity and social connectedness; and the strategies that can be used to make a positive difference to individuals and communities.

Encourages students to apply their learning locally to drive positive change in their own communities.

Prepares young people for progression into higher education, especially to pursue degree courses such as:

Mental health and wellbeing; Counselling and therapeutic services; Child and adolescent mental health and wellbeing; Public health

- Assessments will reflect a diverse range of individuals, families and contexts. Mental health and wellbeing is relevant to all people and settings.
- NEA units are either 60 or 90 GLH.

Teacher feedback

This looks like something my students would want to study.

Given the number of young people with mental health disorders this feels like a much-needed qualification and could potentially lead to more young people gaining degrees/ training in mental health services.

I think it is a necessary and excellent move in the right direction and would look forward to teaching it as part of our curriculum.

Really good content and assessment methods are well-linked to mental health practice.

The qualification will be popular with students and fills a gap between psychology and health and social care.

Views gathered during testing phase

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Overview of Content

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F400 Fundamentals of mental health and the individual – 90GLH 1 hour 45 minute exam, 70 marks

Mandatory EA

Topic Areas

1. **Introducing mental health and wellbeing**
   - 1.1 Mental health, emotions and wellbeing
   - 1.2 The importance of understanding mental health
   - 1.3 Mental health and wellbeing across different life stages
2. **The brain and body**
   - 2.1 The brain
   - 2.2 The stress response
3. **Factors influencing mental health and wellbeing**
   - 3.1 Biological influences on mental health and wellbeing
   - 3.2 Social and economic influences on mental health and wellbeing
   - 3.3 Psychological influences on mental health and wellbeing
   - 3.4 Experiential influences on mental health and wellbeing
   - 3.5 Physical influences on mental health and wellbeing
4. **Models of mental health**
   - 4.1 The biomedical model
   - 4.2 The biopsychosocial model
   - 4.3 The trauma model
   - 4.4 The subjective wellbeing model
5. **Mental health issues and disorders**
   - 5.1 Recognising changes in mental health
   - 5.2 Common mental health disorders
   - 5.3 Treatments and therapies for common mental health disorders
6. **Strategies for managing mental health and wellbeing**
   - 6.1 Managing physical wellbeing
   - 6.2 Managing mental and emotional wellbeing
   - 6.3 Managing social wellbeing

Mixture of MCQs, short answer and extended response questions
In unit F400 there will always be at least one 9-mark extended constructed response question, and one to two 6-mark or 9-mark extended constructed response questions.

Understanding mental health helps individuals maintain their own wellbeing and cope with life's challenges more effectively. It equips them with the knowledge and skills to maintain positive mental health and wellbeing. Recognising the signs of mental health issues in yourself and others is increasingly valuable. Studying mental health is essential for promoting individual and societal wellbeing, reducing stigma, fostering healthy relationships, and creating supportive communities where everyone can thrive.

In this unit, students will learn the concepts of mental health and wellbeing and gain insight into what constitutes good mental health. Students will explore the factors that influence mental health and wellbeing and how they can change across various life stages. Students will also learn different models of mental health, common mental disorders, and effective strategies for managing mental health and promoting wellbeing. With this knowledge, students will be empowered to prioritise mental health, seek assistance when necessary, and play a proactive role in supporting both our own mental wellbeing and that of others.

F401 Mental health, wellbeing and society – 60GLH, 1 hour 15 minute exam, 50 marks

Mandatory EA

Topic Areas

1. **Evolving perceptions of mental health in society**
   - 1.1 Understanding society
   - 1.2 Societal systems and mental health support
2. **Societal developments and mental health**
   - 2.1 Changing social constructs and norms
   - 2.2 Developments in the treatment of people with mental health disorders
   - 2.3 Mental health legislation and the NHS Long Term Plan
3. **Society today**
   - 3.1 National wellbeing today
   - 3.2 Mental health support today
   - 3.3 Understanding trends in mental health
   - 3.4 Mental health inequalities
4. **Current influences on the mental health and wellbeing of society**
   - 4.1 The influence of different media forms on the mental health and wellbeing of society
   - 4.2 The influence of social media on the mental health and wellbeing of society
   - 4.3 Managing social media
   - 4.4 The influence of environmental and global issues on the mental health and wellbeing of society

Mixture of MCQs, short answer, and extended response questions
In unit F401 there will always be two to three 6-mark extended constructed response questions.

Mental health and wellbeing can be affected by many factors in society. These factors impact each of us differently depending on our personal circumstances. There are many societal factors that influence us and have an impact on our lives. The communities we are a part of and the structures and systems that exist all have a bearing on shaping our lives and our mental health and wellbeing. Society is complex and constantly changing, and the way that we view and treat people with mental health disorders is changing also.

In this unit students will learn about what society is and what shapes societies. Students will learn about how views on mental health in society have changed over time, including how attitudes to people with mental health disorders and approaches to care have evolved. Students will learn about mental health and wellbeing in society today, including how it is measured, how to interpret data and trends about mental health and wellbeing, and how this data can be used to understand inequalities in the diagnosis of and provision of treatment for mental health disorders. Students will learn about significant societal influences on mental health and wellbeing and the ways that these are being addressed.

F402 Supporting and promoting mental health and wellbeing in organisations – 90GLH NEA

Mandatory NEA

Topic Areas

1. **Mental health, wellbeing and the workforce**
   - 1.1 The importance of the mental health and wellbeing of a workforce
   - 1.2 The impact of organisational features on mental health and wellbeing
   - 1.3 Communication and its impact on mental health and wellbeing
   - 1.4 Factors influencing the mental health and wellbeing of a workforce
   - 1.5 Good practice for supporting mental health and wellbeing
2. **Influencing the mental health and wellbeing of a workforce**
   - 2.1 Having a clear strategy for improving mental health and wellbeing
   - 2.2 Improving working conditions and policies
   - 2.3 Supporting the mental health and wellbeing of the workforce
   - 2.4 Monitoring employee mental health and wellbeing
   - 2.5 Designing effective wellbeing monitoring tools
   - 2.6 Barriers to change
3. **Planning an effective mental health and wellbeing campaign**
   - 3.1 Researching issues affecting mental health and wellbeing
   - 3.2 Communicating the campaign
   - 3.3 Reviewing the campaign content
   - 3.4 Factors influencing the effectiveness of employer support

One OCR-set assignment, 2-year lifetime, with a new one released each year
Centre-assessed and OCR-moderated
This set assignment has three practical tasks and it should take 15 GLH to complete.

Assessment

Students will explore the issues that affect people in different types of work; they will create a report relating to the given scenario context including a mental health at work plan.

Students will also devise a survey to monitor the mental health and wellbeing of people at work, and devise a campaign to support people at work.

Studying mental health and wellbeing in the context of work is crucial. Our mental health is profoundly influenced by our environments, and work constitutes a significant portion of our lives. The mental health of employees is not only vital for their personal well-being but also for the organizations they work for and the broader economy. In 2022, mental ill health was estimated to have cost the UK economy £110 billion.
By prioritizing mental health and wellbeing in the workplace, we can enhance public health, foster a mentally healthier nation, and significantly reduce these economic costs.

F403 Community-based support for mental health and wellbeing – 60GLH NEA

Mandatory NEA

Topic Areas

1. **Social connectedness**
   - 1.1 Understanding social connectedness
   - 1.2 Barriers to improving social connectedness
   - 1.3 Approaches an individual can take to improving social connectedness
2. **Social prescribing and community-based support**
   - 2.1 Understanding needs
   - 2.2 Understanding social prescribing
   - 2.3 Types of social prescribing
   - 2.4 Community-based organisations
   - 2.5 Benefits of social prescribing
   - 2.6 Factors affecting the effectiveness of social prescribing
3. **Supporting individual needs through social prescribing and community-based support**
   - 3.1 Planning for personalised care and support
   - 3.2 Role of the social prescribing link worker in supporting individuals and communities
   - 3.3 Measuring the outcomes of social prescribing for individuals

One OCR-set assignment, 2-year lifetime, with a new one released each year
Centre-assessed and OCR-moderated
This set assignment has two practical tasks and it should take 12 GLH to complete.

Assessment
Students will explore how social connection, or isolation, can affect people in different periods of their lives.

Students will also create an information pack that is tailored to the needs of an individual from the given scenario context.

Social connection is an important factor in our mental health and wellbeing, it can help us to maintain feelings of belonging, boost mood and reduce stress. It can even contribute to our resilience to serious disease. People with robust social networks tend to live longer, healthier lives.
Sometimes we need help to maintain our social wellbeing. Social prescribing can help to connect individuals to the support that is available in the community.

F404 Supporting mental health and wellbeing with physical activity – 60GLH NEA

Optional NEA

Topic Areas

1. **Impact of physical activity on mental health and wellbeing**
   - 1.1 Physical activity
   - 1.2 Physiological effects of physical activity
   - 1.3 The links between physical activity and mental health and wellbeing
2. **Planning physical activities for mental health and wellbeing**
   - 2.1 Participant considerations
   - 2.2 Measuring levels of mental health and wellbeing
   - 2.3 Planning and recording the activity
3. **Supporting physical activity participation and engagement**
   - 3.1 Physical activity providers
   - 3.2 Mental health related considerations
   - 3.3 Inclusivity and engagement
   - 3.4 Complying with legislation for physical activity
   - 3.5 Potential problems of participation

One OCR-set assignment, 2-year lifetime, with a new one released each year
Centre-assessed and OCR-moderated
This set assignment has three practical tasks and it should take 10-10 GLH to complete.

Assessment
Students will explore how physical activity can affect people's mental health and wellbeing by measuring their own mental health and wellbeing before, during and after a programme of physical activity.

Students will also create an information pack that is tailored to the needs of an individual from the given scenario context.

Physical activity is beneficial for mental health as well as physical health. Keeping active can increase our energy levels and boost our mood as well as reducing disease risk and increasing life expectancy. It also helps manage symptoms of depression and anxiety, promotes better sleep, and increases overall well-being.
We can measure our mental health and wellbeing, and the impact that different activities can have, in order to understand the benefits that they can bring to our lives.

F405 Supporting mental health and wellbeing with outdoor and creative activities – 60GLH NEA

Topic Areas

1. **Nature, the outdoors and mental health and wellbeing**
   - 1.1 Nature and nature connectedness
   - 1.2 Outdoor spaces
   - 1.3 Factors that affect accessing nature and the outdoors
2. **Outdoor activities for therapeutic purposes**
   - 2.1 Using outdoor activities to improve mental health and wellbeing
   - 2.2 Theoretical frameworks underpinning outdoor therapies
   - 2.3 What happens in outdoor therapy
3. **Creative therapies in practice**
   - 3.1 The value of creative activities
   - 3.2 Theories and approaches underpinning creative therapy practice
   - 3.3 Creative therapies
   - 3.4 Measuring the effectiveness of creative therapies

Optional NEA

One OCR-set assignment, 2-year lifetime, with a new one released each year
Centre-assessed and OCR-moderated
This set assignment has three practical tasks and it should take 10 GLH to complete.

Assessment
Students will explore how nature and creative activities can affect people's mental health and wellbeing. Students will develop their reflection skills through creating an information pack about different therapeutic services.

Our interactions with nature and outdoor spaces, along with opportunities for creative expression through activities like art, dance, drama, music, and play, can significantly boost mental health and wellbeing. These activities provide valuable tools for mental health promotion and therapy by allowing individuals to express their thoughts and emotions beyond words.
For students with an interest in therapeutic services, this unit allows them to explore how therapists plan and carry out sessions and how different therapeutic services benefit people.

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What support will be available for centres?

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Mental Health: Individuals & Society - Teacher and Student Resources

Teaching & Learning	Assessment	Training
• Textbook • Why to Choose Guide • Curriculum Planner • Scheme of Work • E-Learning Course • How to Talk About Guide	• Annotated Sample Assessment Materials • Assessment Story • Practice Papers • Candidate Style Answers (EA) • Candidate Style Work (NEA) • NEA Guide • Student Guide	• Understanding the assessment model • Starting to Teach • Ask the SA • Ask the Moderator • Preparing for the Exam • Preparing for the NEA • Exploring the exam (*after live examination series*) • Exploring the NEA (*after live examination series)* • Enhance your teaching

Key support – Teaching and Learning

Support Resource	What is it?
Why to Choose guide	Alternative to switching and mapping guides, when there are no comparable qualifications currently available
Curriculum planner	Suggested ways of delivering the specification content across a particular time frame
Scheme of work	A scheme of work that outlines the teaching of the specification over a 2-year course. Breaks down the specification into specification point, guided learning hours, earning intentions, teaching ideas, subject knowledge and further support.
E-Learning course	A course to support the delivery of the Cambridge Advanced Nationals
Teaching resources	Digital publication covering teaching content for the mandatory and optional units (available via Teach Cambridge)
How to talk about / EDIB Guide	Guidance for teachers on dealing with sensitive subjects.

Schemes of work

Large and comprehensive – cover all aspects of the specification providing everything you need to deliver the qualification in a lesson-by-lesson approach:

- **Lesson by lesson** – the whole specification is broken down into single 1 GLH lessons
- **Editable**
- **Key words** are highlighted
- **Learning outcomes** – what the students should know by the end of the lesson
- **Teaching ideas** for lesson starter and main activities and student independent learning are included
- **Links** to useful resources to support lessons
- **Subject Knowledge support**

Example SoW

Lesson number	Specification coverage	GLH	Lesson aims and outcomes	Lesson ideas, key words and activities	Useful resources	Student independent learning – ideas and useful resources
	• **Structure and function of the brain** • **Structure and function of the spinal cord**		• understand how to interpret vertical section (VS) and transverse section (TS) images of the brain and spinal cord • know that the brain consists of defined regions including the cerebral hemispheres/cerebrum, cerebellum, hypothalamus, pituitary gland, and medulla • know the location and importance of the meninges and ventricles in the brain • understand the reasons for taking samples of cerebrospinal fluid Does not include: • details of different parts of the brain and spinal cord.	Label a diagram of the brain and spinal cord. Use the brain atlas interactive online resource to discuss the parts of the brain and their functions. Students should then label and annotate a diagram of the brain. Students identify major **brain** regions (listed in the aims) and **spinal cord** features. Identifying Key Brain Regions. Students to complete a structure function table of the major brain regions and their functions (**cerebrum, cerebellum, hypothalamus, pituitary gland, medulla).** Explanation of vertical sections (VS) and transverse sections (TS) of the brain and spinal cord and the differences in what each type of section reveals. Students analyse labelled VS and TS images. Use online search engines to find appropriate images or use the link for coronal brain slice. Role of **Meninges and Ventricles**. Explain the meninges' protective role and ventricles' function in **cerebrospinal fluid circulation**. Describe the importance of **cerebrospinal fluid** and when sampling of it may be carried out. Give reasons for **CSF** sampling in medical diagnosis.	Interactive Brain How to look at a TS of the brain Coronal Brain Slices	sampling has been used for diagnosis.

When will these be available?

Proposed dates – exact schedule tbc

Teaching and Learning Resource	When will this be available?
Curriculum planner	Spring 26
Scheme of work	First SoW units available early 2026, all units by summer term 26
E-Learning course	Summer term 26
How to Talk About Guide	Summer term 26

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Key support – Assessment

Support resource	What is it?
Sample Assessment Material	A sample exam paper to ensure familiarity with the layout of the exam
Annotated Sample Assessment Materials	*'Exploring our exams: a guide to our sample assessment material'* Understanding the format and structure of the exam, an insight into the assessment objectives and an explanation of the sample assessment
Assessment Story	'*Understanding the assessment – examined and moderated*' Understanding the rationale for the assessment strategy
Candidate style answers	Answers produced to offer teachers an insight into how the assessment objectives are applied in the examined unit.
Practice papers	Practice papers to help students prepare for the examined units
Teacher guide to NEA	Guidance to support the delivery, internal assessment and submission of work
Candidate style work (NEA)	For use by teachers only, with the purpose of helping you mark your candidates' work. We will provide a range of example pieces of work with a Principal Moderator commentary measuring the work against the NEA requirements.
Student guide	Guides for parents and students on key points about their assessments.

When will these be available

Assessment support resource	When will this be available?
Annotated sample assessment materials	Early 2026
Assessment story	Early 2026
Candidate style answers	Summer term 26
Practice papers	Summer term 26
Teacher guide to NEA	Autumn term 25
Candidate style work	Summer term 26
Student guide	Early 2026 for sharing with students

Cambridge OCR Level 3 Advanced National in Mental Health: Individuals and Society (AAQ) Student Textbook

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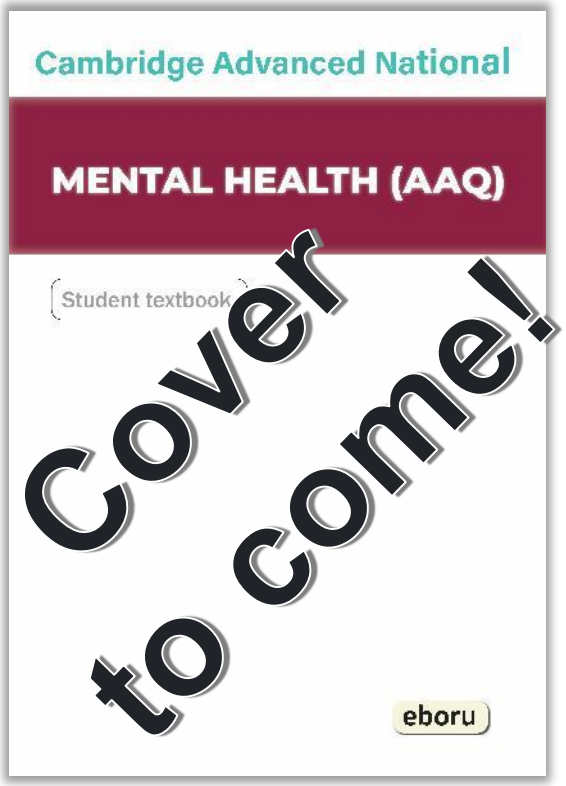

Eboru are excited to be working with Cambridge-OCR on a new student textbook for the Cambridge Advanced National in Mental Health (AAQ), for first teaching in September 2026.

- **Comprehensive**: All mandatory and optional units covered.
- **Engaging**: Clear, student-friendly language and design.
- **Visual**: Eye-catching and colourful design.
- **Empowering**: Lots of low-stakes questions and many opportunities to develop higher level skills.
- **Trusted**: Written by practising teachers who bring real up-to-date classroom experience.

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Cambridge OCR Level 3 Advanced National in Mental Health: Individuals and Society (AAQ) Student Textbook

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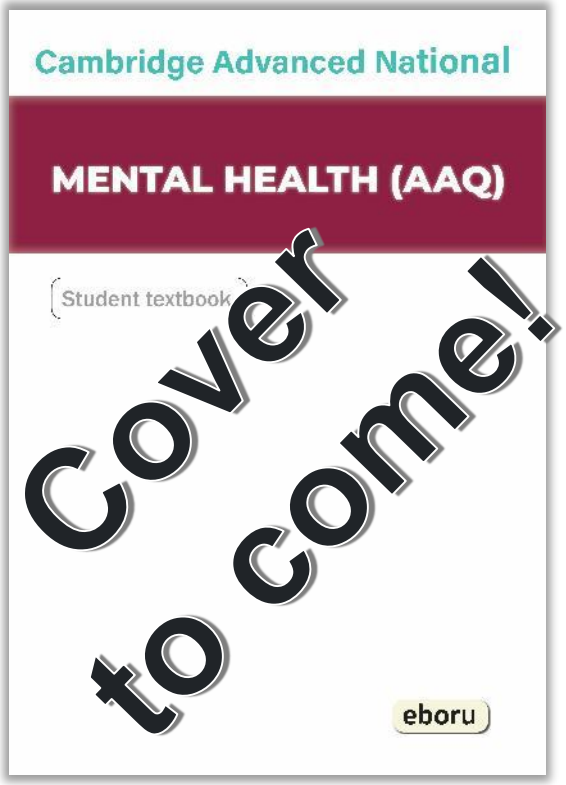

You can sign up for a digital inspection copy now – simply go to the link below and fill in your details.

The inspection copy details will be sent to you nearer the publication date next year.

www.eboru.com/inspection-MH

We are also interested in getting feedback from teachers on our design and general approach.

Any teacher who is interested can drop us a line at:

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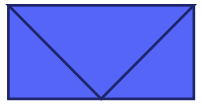

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Key Support – Professional Development

Support Resource	What is it
Understanding the assessment model (suite level)	Understand how CANs have been designed, the new assessment framework and the compensation model.
Starting to Teach	Learn about the specification content, structure, question format and assessment requirements, as well as practical guidance on getting started in the classroom.
Ask the SA / moderator	Ask our internal experts the questions that matter most to you.
Preparing for the Exam	Gain the knowledge and understanding to optimise your delivery of all externally assessed components
Preparing for the NEA	Learn how to support students to develop the skills required for successful NEA work; learn about internal marking and moderation processes; and understand what other support resources are available to you.
Enhance your teaching	Guidance and support with subject knowledge and pedagogy
Exploring the exam	Drawing on recent exam exemplars and marking criteria to gain an in-depth understanding of how to help students' progress.
Exploring the NEA	Drawing on NEA exemplars and marking criteria to gain an in-depth understanding of how to help students' progress.

When will PD be available?

PD	When will this be available?
Understanding the assessment model (suite level)	From 2025
Starting to teach	From Summer term 26
Ask the SA	From Summer term 26
Preparing for the exam	From Autumn term 26
Preparing for the NEA	From Autumn term 26
Ask the moderator	From Autumn term 26
Exploring the exam	From Autumn 27
Exploring the NEA	From Autumn 27

Benefits to teachers

- Access to on-demand and live training throughout the year
- Access to teaching materials and assessment support (details coming up)
- All the benefits of our collaborative and constructive moderation processes
- Deliver exciting, relevant and up-to-date content that students will enjoy

Benefits to students

- Reliable assessments – papers that are accessible and ramp-up, every question can be attempted
- Minimum time sat in exam halls – maximum of 3 hours across 2 papers
- Chances to resit papers in January and June: 3 attempts in total
- Resubmit coursework in the next appropriate window
- No more hurdles – every single mark counts towards their final grade
- Content is relevant, up to date, and career-orientated

Support for all OCR teachers

Free ***My Cambridge*** login for all teachers via your exams officer that gives you access to:

- **Teach Cambridge**: teaching resources, schemes of work, assessment materials and set assignments
- **OCR Train**: our on-demand training and standardisation platform
- **Interchange**: request your moderation visits during the two windows
- **Active Results**: compare your school's results against national averages and drill down into item-level and candidate-level analysis
- **Access to Scripts**: see candidate papers after results day
- **Submit for Assessment**: digital upload of candidate work for moderation
- **ExamBuilder**: create assessments from our large bank of question from the Cambridge Technical course, as well as access to all A level and GCSE questions

Support from the Subject Advisor Team

- Contact us via email with any questions or queries: customerdevelopment@cambridge.org
- Support with delivery and assessment preparation
- Regular subject briefings
- Access to free online and in-person Teacher Networks facilitated by us (Let us know if you would be willing to host a network)
- Support to become an AAQ Ambassador centre

Next Steps

- Visit the new Cambridge Advanced Nationals landing page and download our specifications and sample assessment materials
- Watch our full compensation marking video and download the Cambridge Advanced Nationals summary brochure
- Sign up for email updates (be sure to select “Cambridge Advanced Nationals” and your subject area(s)
- Let us know you’ll be teaching Cambridge Advanced Nationals here
- Contact us with any questions or queries: customerdevelopment@cambridge.org

Thank you for your time today

Do you have any further questions?