



Vocationally Related Qualification

Counselling 0510

V21W The Developing Practitioner

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General guidelines:

Some candidates will approach the paper in the form of an essay, i.e. a continuous piece of writing, while others will subdivide their answer as per the structure of the question. Both are to be treated as equally acceptable, and marking of the continuous essay type of paper will involve looking for responses to the sections of the question throughout the candidate's work.

Candidates who answer each section of the question separately may demonstrate little understanding of relationship and process in one section, and then excellent understanding in another. Again, credit should be given for good understanding wherever it is found.

Question 1 allows candidates to choose whether to focus on just one of the mainstream Approaches, or to discuss more than one. Either is to be regarded as equally valid, i.e. an extensive understanding of just one Approach can attain a mark in the highest bracket. An extensive understanding may also be demonstrated by an ability clearly to compare and contrast more than one Approach.

In answering Question 2, candidates are **not** expected to attempt to distinguish between theoretical Approaches.

1. Discuss how **one or more** of the following Counselling Approaches would be likely to view work with this client:

- Humanistic/Existential
- Psychodynamic
- Cognitive Behavioural

In relation to:

(a) The therapeutic relationship likely to be formed with this client. **(Total marks: 15)**

Basic understanding of theory. Key elements mentioned but not described or explored. *(Marks: 0-5)*

Average understanding of theory. Key elements mentioned and described but not explored. *(Marks: 6-10)*

Extensive understanding of theory. Key elements mentioned, described and explored with reference to case material. *(Marks: 11-15)*

(b) The likely nature of the counselling process with this client in terms of beginning, sustaining and concluding the work. **(Total marks: 15)**

Basic insight into the effects of theory on the process and relationship. Key elements mentioned but not described or explored. *(Marks: 0-5)*

Average insight into effects of the theories on the process and relationship. Key elements mentioned and described but not explored. *(Marks: 6-10)*

Extensive insight into effects of the theories on the process and relationship. Key elements mentioned, described and explored with reference to case material. *(Marks: 11-15)*

(c) The possible effects on the counsellor of working with this client, including the experience of supervision. **(Total marks: 10)**

Basic insight into the effects of the process on the counsellor. Specific examples mentioned but not described or explored. *(Marks: 0-3)*

Average insight into the effects of the process on the counsellor. Specific examples, including supervision, mentioned and described but not explored. *(Marks: 4-6)*

Extensive insight into the effects of the process on the counsellor. Specific examples, including supervision, mentioned, described and explored with reference to case material. Some understanding of supervision shown. *(Marks: 7-10)*

2. Discuss:

(a) The possible ethical/boundary issues arising from work with this client, with reference to the BACP Ethical Framework 2002

(Total marks: 10)

Basic understanding of key elements of the Ethical Framework. Specific examples mentioned.

(Marks: 0-3)

Average understanding of key elements of the Ethical Framework. Specific examples mentioned and described.

(Marks: 4-6)

Extensive understanding of key elements of the Ethical Framework. Specific examples mentioned, described and explored with reference to case material.

(Marks: 7-10)

(b) The potential health and safety risks to both client and counsellor which might arise.

(Total marks: 10)

Basic understanding of potential risks, physical or psychological to counsellor and client. Specific examples mentioned.

(Marks: 0-3)

Average understanding of potential risks, both physical and psychological, to counsellor and client. Specific examples mentioned and described.

(Marks: 4-6)

Extensive understanding of potential risks, both physical and psychological, to counsellor and client. Specific examples mentioned, described and explored with reference to case material.

(Marks: 7-10)

Notes:

Mentioning means the candidate has included particular elements or examples in an appropriate context, e.g.:

The person-centred counsellor tries to provide the core conditions. The core conditions were defined by Rogers as Empathy, Unconditional Positive Regard or Acceptance & Congruence or Genuineness.

Describing means that some understanding of the term or phrase is demonstrated e.g.:

Empathy involves trying to sense and understand how the client is feeling and communicating this understanding to them. An attitude of unconditional positive regard involves accepting the client however damaged they may seem, as an essentially good and constructive human being with great potential for growth. Genuineness means being honest and open with the client rather than hiding behind a professional role.

Exploring means that understanding is applied to the particular client work being discussed e.g.:

In seeking to empathise with this client, the counsellor would try to understand the mixture of strong and conflicting feelings this client is experiencing. She would encourage the client to describe and express these by reflecting back to her what she seems to be saying. The counsellor would carefully check out with the client whether or not the counsellor was understanding her accurately. The counsellor might wonder aloud about the client's plans for her own future and might well try to convey to the client that the counsellor will not seek to judge or assess her in any way.