



## **Vocationally Related Qualification**

# **Counselling                      0515**

## **V22W                      Therapeutic Practice**

# **Mark Scheme**

*2007 examination - June 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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## Guidelines

1. Use **RED** ink.
2. Show marks awarded for each objective in the right hand margin with objective identified.
3. Show total marks for each page at the bottom right hand corner of the page.

### Assessment Objective A – Have identified and evaluated key concepts of the core model.

(Band 1) Limited to concepts identification.

*2 marks for each concept correctly identified up to a maximum of 6 marks. (Marks 0-8)*

(Band 2) Satisfactory understanding of key concepts.

*Demonstrated through clear description. (Marks 9-17)*

(Band 3) Extensive understanding of key concepts, described and their application explored.

*For full marks at least 2 key concepts from the core theory to have been critically analysed (references needed). (Marks 18-25)*

### Assessment Objective B – Reflect on challenges to and limitations of the core model.

(Band 1) Very limited understanding.

*1 mark for each challenge or limitation identified. (Marks 0-3)*

(Band 2) Satisfactory understanding with example(s).

*Additional marks for appropriate examples from practice 1 mark for each. (Marks 4-7)*

(Band 3) Extensive understanding with example(s) explored.

*Shows an ability to expand on practical and theoretical reasons why:- (Marks 8-10)*

### Assessment Objective C – Develop self awareness in relation to the core model.

(Band 1) Very limited insight into the effects of the process on the counsellor.

*Limited attention given to supervision of practice. Gives examples of self awareness – 1 mark for each example. Taking to supervision 2 marks, mentioning supervision 1 mark (Marks 0-5)*

(Band 2) Satisfactory insight into effects of the process on the counsellor.

*Specific examples given and satisfactory attention to supervision. Expanding or examples by relating to core theory and as own practice. 1-2 marks for each extract explored. (Marks 6-10)*

(Band 3) Extensive insight into effects of the process on the counsellor.

*Specific example given and explored in depth. Good attention to supervision. Points explored in detail with reference to core theory and personal support. (Marks 11-15)*

**Assessment Objective D – Skills of contracting with clients and forming a therapeutic relationship.**

- (Band 1) Limited understanding of contracting process.  
*Limited understanding of the contracting process and the therapeutic relationship. Contract conditions 1 mark each – up to 6 marks.* (Marks 0-6)
- (Band 2) Satisfactory understanding of contracting process of therapeutic relationship.  
*Satisfactory understanding of the contracting process and the therapeutic relationship. Includes interpersonal skills.* (Marks 7-13)
- (Band 3) Extensive use of advanced skills.  
*Good understanding of the contracting process and the therapeutic relationship. Ability to analyse in detail a complete process. Up to 6 marks.* (Marks 14-20)

**Assessment Objective E – Understand the building and sustaining of therapeutic relationship.**

- (Band 1) Limited understanding of the building and sustaining of therapeutic relationship.  
*Limited to being able to identify specific skills.* (Marks 0-3)
- (Band 2) Satisfactory understanding of the building and sustaining of therapeutic relationship with at least one example.  
*1 – 4 marks for describing how the skills were applied .* (Marks 4-7)
- (Band 3) Extensive understanding of the building and sustaining of therapeutic relationship and at least one example explored.  
*1 – 3 Analysing the relationships.* (Marks 8-10)

**Assessment Objective F – Working ethically over the contracted period with clients**

- (Band 1) Limited understanding of an ethical framework.  
*Must mention BACP or other such body or naming /identifying a concept = 1 mark each up to 3.* (Marks 0-3)
- (Band 2) Satisfactory understanding of ethical framework with at least one example.  
*1-3 marks for PMQ's Describing ethical principles.* (Marks 4-7)
- (Band 3) Extensive understanding of ethical framework with at least one example explored.  
*1-3 for an analysis of examples.* (Marks 8-10)

**Assessment Objective G – Analysis and evaluation own practice.**

- (Band 1) Limited description and narrative only shown.  
*Concentrates on client narrative.* (Marks 0-3)
- (Band 2) Some analysis and evaluation of process shown.  
*Identifies significant points and gives examples.* (Marks 4-7)
- (Band 3) Analysis and evaluation showing good understanding of process.  
*Links examples to core theory, with appropriate references.* (Marks 8-10)

**Assessment Objective H – Presentation**

|  |   |
|--|---|
| Legibility                                   | 2 |
| Layout                                       | 2 |
| Word Count                                   | 2 |
| References<br>Conventional and consistent    | 2 |
| Bibliography<br>Conventional and consistent. | 2 |