



Vocationally Related Qualification

Intermediate Certificate in Counselling Skills *Specification 0505*

V11W

Mark Scheme

2006 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.

1 The following statements are about counselling and counselling skills.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

Statement		True	False
(a)	Summarising should be used only at the end of a counselling session.		✓
(b)	In giving feedback to the talker, the listener should start with positive observations.	✓	
(c)	Empathy and identification are interchangeable terms.		✓
(d)	Challenges should be made by the listener very early in the counselling relationship in order to establish their authority.		✓
(e)	Unconditional positive regard involves being non-judgemental.	✓	
(f)	A listener who is using 'genuineness' will be disclosing personal details about themselves.		✓

1 mark for each correct response.

(6 marks available for this question)

2 The following statements are about counselling skills and the core theories of counselling.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

Statement		True	False
(a)	The Egan model of helping is especially concerned with devising strategies to solve problems.	✓	
(b)	Identifying blind spots is a key part of helping.	✓	
(c)	Cognitive-Behavioural theory states that ‘to make sense of experience we use reason and intellect’.	✓	
(d)	Psychodynamic theory focuses on the observable parts of human nature.		✓
(e)	Egan stage I strategies involve action planning.		✓
(f)	Humanistic theory sees humans as driven by unconscious urges.		✓

1 mark for each correct response.

(6 marks available for this question)

3 One of the boundaries normally set by a helper is the time boundary.

Name **two** other sorts of boundaries that may be set.

Solution

Award **one** mark for each correct response up to a maximum of 2 marks, e.g.

- Confidentiality (1 mark)
- Social contact (1 mark)
- Referral (1 mark)
- Medical or legal advice (1 mark)
- Dual-relationship (1 mark)
- Intoxication (1 mark)
- Punctuality (1 mark)

Not Self-disclosure or Personal Boundaries (not set by the helper)

(2 marks available for this question)

4 It is important for the listener to be alert to the talker's non-verbal signals (body language).

List **three** different non-verbal signals that you, as a listener, might be aware of during a counselling session.

Solution

Award **one** mark for each correct response up to a maximum of 3 marks, e.g.

- Posture (1 mark)
- Facial expression (1 mark)
- Gesture or bodily movement (1 mark)
- Vocal sounds (like pitch, tone, a sob, scream, chuckle) as opposed to verbal expression (words) (1 mark)
- or other appropriate examples (1 mark)

Not 'Body Language' alone.

(3 marks available for this question)

5 This question is about self-disclosure by the helper during a counselling session.

From the list below, select **two key benefits** and **two possible risks** involved in self-disclosure.

Write your answers in the appropriate box.

Appearing weak	Working ethically	Sharing experience
Shifting the focus	Showing genuineness	Keeping to boundaries

Solution

<p>Key benefits:</p> <p>1. Sharing experience..... (1 mark)</p> <p>2. Showing genuineness..... (1 mark)</p>
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<p>Possible risks:</p> <p>1. Shifting the focus.....(1 mark)</p> <p>2. Appearing weak.....(1 mark)</p>

(4 marks available for this question)

6 Developing and maintaining the helping relationship can include the use of challenge.

Describe **two** examples of client behaviour where challenge may be appropriate.

Solution

Award up to **two** marks for a good description and 1 mark for a correct identification without description of:

- Talker exhibits game-playing
- Defences
- Distortions and exaggerations
- Rationalisations or excuses
- Discrepancies or blind spots
- Self-defeating behaviour
- Self-defeating thinking

When ‘stuck’ – award 1 mark only.

Incorrect responses include: retaliation, spiritual beliefs, making a judgement, provoking a response.

(4 marks available for this question)

7 Describe how a counsellor might prepare their client for the ending of their course of sessions together.

Solution

Award up to **three** marks for a coherent description of which includes any of the following:

- Planned
- Discussed with talker well before the final session
- Mutually decided (where not time-limited)
- Timely
- Coincide with resolution of talker’s key problem area
- Supportive

(3 marks available for this question)

8 There are several types of question that a helper might ask, including:

open	closed	rhetorical
leading	hypothetical	

Which type of question is being asked in each of the examples given below?

Write your answers in the spaces provided.

(a) ‘When you put yourself in your mother’s shoes, can you see her point of view?’

Solution

Hypothetical.....(1 mark)

(b) ‘Did you say that you have two sisters?’

Solution

Closed(1 mark)

(c) ‘Do you agree with me that families need to be together?’

Solution

Leading or closed..... (1 mark)

(3 marks available for this question)

9 For goal-setting to be effective, a number of criteria need to be met.

From the list below, select the **three** most important criteria for effective goal-setting, placing a tick (✓) in the appropriate boxes.

Solution

- | | |
|---|-------------------------------------|
| (i) Needs to be time-limited | <input checked="" type="checkbox"/> |
| (ii) Used when ‘stuck’ | <input type="checkbox"/> |
| (iii) Should be measurable | <input checked="" type="checkbox"/> |
| (iv) Should be realistic | <input checked="" type="checkbox"/> |
| (v) Enables the counsellor to lead the client | <input type="checkbox"/> |

(3 marks)

(3 marks available for this question)

10 The following statements are definitions of counselling skills used by a helper.

Write the name of each defined skill in the space provided.

- (a) Restating the client’s meaning using different words

Solution

Paraphrasing (1 mark)

- (b) Presenting facts or feelings to highlight a discrepancy

Solution

Challenge or confrontation but **not** clarification (1 mark)

- (c) Feeding back the client’s feelings within a statement

Solution

Reflecting or reflection but **not** empathy (1 mark)

- (d) Communicating understanding of half-hidden meanings

Solution

Advanced empathy or immediacy but **not** identifying or empathy (1 mark)

(4 marks available for this question)

11 Managing silence can be a useful tool in counselling.

Put a tick (✓) against the **two** most appropriate reasons for a helper to use silence.

Solution

- | | | |
|-------|--|-------------------------------------|
| (i) | To show disapproval | <input type="checkbox"/> |
| (ii) | To allow the talker time to process what has been said | <input checked="" type="checkbox"/> |
| (iii) | To give the helper time to switch off | <input type="checkbox"/> |
| (iv) | To facilitate deeper thinking about an issue | <input checked="" type="checkbox"/> |
| (v) | To stop the flow of emotion from the talker | <input type="checkbox"/> |

(2 marks)

(2 marks available for this question)

(40 marks available for overall test)

INTERMEDIATE CERTIFICATE IN COUNSELLING SKILLS CERTIFICATE (0505)

Assessment Objective	Question which addresses this Assessment Objective
Know the meaning of the term Counselling Skills as defined by the BACP. *	1, 2, 6, 7
Know the place of counselling skills on a helping continuum.	1, 3, 5, 7
Know health and safety precautions	3, 5, 7
Understand how counselling skills relate to helping as a process.	1, 3, 6, 7
Identify and demonstrate the Active Listening Skills required for establishing a helping relationship.	1, 2, 3, 6, 7
Understand the need to move helping interviews forward.	1, 7
Understand, at a basic level, some concepts from the three main "roots" of counselling.	2, 4
Demonstrate the skills needed to develop and maintain the helping relationship.	5, 6
Understand how endings are an integral aspect of the helping process.	1
Demonstrate how endings are an opportunity for growth, in relation to goal and target setting.	1
Demonstrate the appropriate skills to conclude a helping relationship.	1

* meaning of the term is not currently defined by BACP.